ALPHA ONE

PROFESSIONAL GUIDE

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BREAKING THE CODE

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STUDENTS

The hundreds of first- and second-grade students who participated in our developmental testing program and provided us with valuable insights.

BERT A. KESSLER
Editor-in-Chief

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This revised edition of the *Professional Guide* is larger and more comprehensive than the earlier edition. It is easily identified by having a yellow spiral binding instead of black.

Because many of the pages have been renumbered in the process of revision, many of the *Chatterbook* page references to the *Guide* are no longer valid. Until the *Chatterbook* undergoes revision, it is recommended that you use the following key to guide you.

Thank you.

— The Editors

Chatterbook page	Reads, "See Guide, p. __"	Should read, "See Guide, p. __"
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CORRECTIONS

In order to assure success in decoding, each word that appears on a decoding page in the **Chatterbook** is composed only of letters that have been previously introduced.

Please note the following changes in the **Chatterbook:**

Page 27

The word **bed** (9) should be **set.**

Page 40

The word **lad** (4) should be **lit.**

The word **lands** (8) should be **last.**

Page 41

The word **doll** (4) should be **bill.**

Page 113

The starting clue box for the word **story** (3) should be a squoosh box.

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By the time Part One of the program has been completed and all the letters have been introduced, the children will be able to decode all regular one-syllable words in which the vowels have the short sound. Part Two introduces long vowels, vowel combinations, special sounds, and the decoding of polysyllabic words through stories and pictures involving the Letter People. By the end of Part Three of the program, every child should be able to attack any word in the English language.

A. The Learner

Alpha One meets the needs of the young learner by teaching almost subliminally while the child's curiosity is at its peak. The learning experiences of *Alpha One* enchant him; they appeal to his sense of fantasy. He learns through role-playing and creative experiences. The lessons are rhymes and humorous experiences, stories and games. The vowels and consonants become welcome additions to the child's life much like the Walrus, the Carpenter or the Queen of Hearts.

The program has universal appeal. It can be enjoyed by all children because the realm of fantasy is every child's kingdom. The Letter People in the program are wondrous beings often endowed with human frailties that all children experience and recognize. There are no social and economic barriers to inhibit the free acceptance of the text.

B. The Teacher

A teacher needs plans and materials for motivating, teaching and evaluating the progress of each child. *Alpha One* meets these needs. *Alpha One* provides all teachers, new as well as experienced, with an organized sequential means of creating a new learning environment. The instructions are simple and easy to follow. The Professional Guide is in the form of a plan book in which the reading program for each day is clearly spelled out in step-by-step detail. The plan is practical, and systematically builds on itself.

The children's total involvement in the mini-society of the Letter People not only teaches them how to read but tangentially affords them valid measures by which to evaluate themselves and their fellows.

C. The Home and the School

Parents' need to participate in their children's education can be fully satisfied by follow-up activities suggested in each lesson. In addition, it is the aim of NDE to give children positive attitudes toward themselves and those around them. Through *Alpha One*, we help them overcome the initial fear of the written word by providing successful experiences in word attack. The program gives them confidence and eagerness to learn by making the initial reading experience rewarding; it helps them toward a positive self-image achieved through role-playing and dramatization; it helps them to make ethical judgments and to build character by giving them opportunities for judging and identifying with the problems and personalities of the Letter People; it encourages cooperation, respect and understanding among children by creating maximum interaction through story telling, games and puppetry.

Finally, a child's attitude toward *authority* is often founded in his feeling toward his teachers. Because the teacher is the prime storyteller and mover of the Letter People's magic, her "authority" is joyfully welcome. She is a friend, a helper and a guide.

D. Skills

The skills taught in the *Alpha One* reading program can be divided into three parts. Part One deals with the introduction of the individual letters. Specific skills taught are:

1. recognition of the letter shape and sound;
2. oral reproduction of the letter sound;
3. written reproduction of the letter symbol;
4. association of the written symbol with the sound;
5. recognition of the written symbol in isolation and in words;

6. reading and spelling regular one-syllable words having a short vowel;
7. introduction of blends and special letter combinations;
8. alphabetization.

Part Two involves decoding and spelling skills related to:

1. division of vowels and consonants;
2. introduction of long vowels;
3. differentiation of long and short vowel sounds;
4. words that end with a long vowel sound;
5. silent *E*;
6. adjacent vowels;
7. *R* control of vowels;
8. the suffix *ing*;
9. special sounds: *sh*, *ch*, *th*, *wh*;
10. irregular sight words (Runaways);
11. distinction between *C* and *K*;
12. *Y* as a consonant and a vowel;
13. soft *C* and *G*;
14. special vowel sounds: *ou*, *oi*, *oo*, *au*.

Part Three is a short section on decoding polysyllabic words. It provides the child with a practical means of attacking these words, thereby giving him courage and security to overcome fear of longer words.

III CONTENTS

A. A First Look

1. *Letter People and Symbol Cards*—26 beautifully drawn and designed personified letters, mounted on individual (14″ x 16″) cards of heavy stock, who make up the "cast" of the program; 4 Symbol Charts to help decode words.
2. *Story Pictures and Easel*—the basic visual motivation. Each of the 26 scenes, vividly illustrated and mounted on 19″ x 24″ cards, is directly related to a portion of the text, unfolding the story situations like scenes in a play. The easel is designed to hold both Story Pictures and Letter People.
3. *Letter Meeting Greeting Packets and Alphabet Sheets*—introduction to the Letter People. Each packet contains a pad of 35 Greeting Cards for each of the 26 letters. Children discover the letters dramatically by tactual and visual means.
4. *Chatterbooks*—35 individual activity books for decoding, reading and spelling words.
5. *Puppets and Stage*—facilitate verbalization and afford children opportunity for interaction through dramatic experience. Scripts, in verse, are provided.
6. *Chalkboards*—35 individual reusable slates, to be used for decoding and spelling.
7. *Chatter Album*—12-inch, 33⅓ rpm record which reinforces the learning of the vowel sounds and some of the basic experiences of the program.
8. *Filmstrip*—humorous episodes that reinforce identification of letters with personified characteristics.
9. *Duplicating Masters* (50)—a testing and supplementary activity device, aiding the teacher in evaluation of student work, and providing 50 assignments children take home to demonstrate progress.
10. *Professional Guide*—a detailed step-by-step lesson plan for each learning unit. Each lesson is a complete unit, with room for teacher's comments and notes. Included is a section containing 30 poems and 20 stories which form the basic text, and which are written in verse for easy retention.
11. *Alpha Wagon*—the container, on sturdy wheels, which houses all components.

B. A Closer Look

1. *Letter People*—these are the people of the alphabet come to life in true Alice in Wonderland fashion. Each of the 26 Letter People is a unique character and has an unforgettable identity. This identity is associated with his sound (*e.g.*, Mr. M has a munching mouth, Mr. F has funny feet, etc.).

   Each letter is endowed with a believable personality that gets him into all sorts of adventures with which the children can identify. He becomes part of the life of the child. His foibles, trials and tribulations are lived by the children. For example, Mr. R and his ripping rubberbands is the ruffian of the

group. Then there is Quiet Q, who is so weak he can't make a sound unless Miss U (understanding Umbrella Face) stands by his side. The five girls (vowels) are always crying and complaining about all the work they have to do. This is their way of getting sympathy from the boys (consonants), and maneuvering them to comply with their wishes, *e.g.*, getting more than one sound. Miss I even manages to get one of the boys *(Y)* to "stand-in" for her.

2. *Story Pictures*—each of the 26 Story Pictures is an artistic event. Here are the Letter People in action. Each picture, seemingly drawn for amusement only, brims with important new learnings as well as opportunities for reviewing previous learnings.

   These are shown after all the individual Letter People have been introduced. Each picture deals with a different learning (*e.g.*, division of vowels and consonants; long vowels; sounds for *C* and *K*; soft *C* and *G*; special vowel sounds such as *oi*, *oo*, *ow*; etc.). Short, easily remembered poems and longer stories, in a special section of the *Guide*, accompany the Story Pictures.

3. *Letter Meeting Greeting Packets and Alphabet Sheets*—on the day a new Letter Person is introduced, each child receives a greeting card on which a full-color picture of the new Person, accompanied by a short rhyme, appears. Part of the body is the letter of the alphabet in outline which is to be completed by the child. The child also receives an Alphabet Sheet from which he selects the missing part of the body (*i.e.*, the letter symbol). He has the opportunity to scrutinize the letter symbol in outline and solid form, and to actually run his finger over the contour of the letter before adhering it to his card and completing the Letter Person. This affords the child the opportunity to see the Letter Person's characteristics in isolation as well as in context with the Letter Person.

4. *Chatterbook*—this activity book has a series of exercises for every learning. It begins with exercises involving recognition of letters and their sounds in isolation and in words. It continues with the decoding of words, and then illustrated passages that introduce the child to reading meaningful sentences. Finally, the children know enough to read the farewell poem of 22 lines with no help at all. Each exercise (cross-referenced with the *Guide*) is accompanied by a corresponding lesson in the Professional Guide.

5. *The Puppets*—Chitter (Blue) and Chatter (Pink) assume the personalities of the letters that are pinned on them. The fleecy texture of the fabric is inviting, and the mitten design of their bodies makes for easy manipulation by little hands. The button eyes and mouth may be manipulated from inside to animate the faces. The puppet stage transforms a desk top into a theater, thus providing additional motivation for young puppeteers.

6. *Chalkboards*—each child has a slate of his own on which mistakes are easily wiped away and corrected. When the children hold up their boards, the teacher can see at a glance which child needs help, and which problems need to be cleared up.

7. *Chatter Album*—12 vowel stories are recorded on a 33⅓ rpm, long-playing record. These demonstrate the often mispronounced vowel sounds: short *A*, *E*, *I*, *O*, *U*, the *R* control of vowel sounds *(ar, or, er)*, and special vowel sounds (*ou*, *oi*, *oo*, *au*). The stories, in prose and rhyme, are delightful listening experiences, giving life and character to the Letter People.

8. *Filmstrip*—two stories, each worked into lessons as culminating activities for fun and review. In the first episode, *Vowel Howl*, the five vowels impersonate real children who get in and out of trouble with the help of Mr. H. The second episode, *A Patch to Match*, has Miss E in trouble and several letters trying to help. Mr. P saves the day.

9. *Duplicating Masters*—the 50 illustrated masters are used to test and evaluate specific learnings. Tests begin with simple identifications directed by the teacher, and become progressively more complex. The last three tests involve reading paragraphs and choosing and writing answers to questions. By this time, the children are ready to read the directions themselves without help from the teacher.

10. *The Guide*—each of the lessons is planned in detail. In the beginning, there is an individual lesson for each skill. Later units combine several skills into one lesson. Each lesson of each unit is highly organized so that it can be easily adapted to any teacher's special skills. Suggested dialogue for use with children

is printed in italics as an aid to teachers using the program for the first time. To further facilitate the teacher's contribution, each page of the *Guide* has space reserved for notes, comments or additions.

Lesson Plan: Each lesson is organized into the following categories:

a. *Objectives* (General and Specific)—this is a listing of the overall aims of the lesson and the recommended methods by which these general aims are to be specifically realized.
   (1) *Note*: Where necessary, special notes and information that may be useful to the teacher in reference to the lesson content are included.
   (2) *Incidental Learning*: These are extensions of learnings not directly related to reading, but part of the general primary curriculum. These are incorporated into many lessons.

b. *Materials*—all materials needed for the lesson are listed in the order in which they will be used.

c. *Motivation*—this presents recommended means of creating interest that lead into the development of the lesson.

d. *Development*—typical means of developing a lesson include:
   (1) *Discussion*—child-child, child-teacher.
   (2) *Chalkboard Practice*—spelling from dictation.
   (3) *Chatterbook Activity*—directed and independent activities.
   (4) *Puppet Theater and Dramatization*—suggested plots and scripts related to the lesson.
   (5) *Games*—suggestions for games suitable for large or small groups.
   (6) *Art Activity*—related craft and painting activities.

e. *Medial Summary* (Quick Check)—provides a quick means for the teacher to check and survey her class' understanding of the lesson before proceeding.

f. *Homework or Follow-Up*—suggested activities for homework or for individual follow-up activity.

g. *Summary*—a means of evaluating what has been learned.

h. *Enrichment*—suggested activities to be used either with small groups that have special needs or with the whole class.

i. *Testing and Evaluation*—provides a detailed analysis and instructions for the use of the Duplicating Master, affording the teacher the opportunity to evaluate her students' progress.

Sample Lessons: Prototypes of lessons which appear most frequently are given in detail on pages xiii–xvi. The sample lessons include (1) Introducing Letter Meeting Greeting Cards; (2) Written Practice; (3) *Chatterbook*: Picture Selection, Letter Discrimination, Decoding; (4) Chalkboard Practice; and (5) Reading Sentences for Meaning.

A special section of the *Guide* contains 30 poems, each of which is an integral part of one of the learnings in Part Two of the *Guide* and the accompanying Story Picture. These poems are written in script form, which makes them ideal for dramatics and puppetry.

There are also 20 stories about the Letter People which "rationalize their existence and behavior" (*e.g.*, why Miss E gives up her sound at the end of her sisters' words; how Mr. Y became a part-time vowel). Twelve of these are recorded in the Chatter Album.

IV. STRATEGIES: USING *ALPHA ONE*

A. Professional Guide

The *Guide* is the most important single component in *Alpha One* and is exactly what its name implies. It should be followed carefully because the essence of the lessons must be taught as prescribed. Yet the teacher should also treat it as a viable form, feeling free to exercise her own ingenuity and creativity in the presentation of the lessons. While a new teacher may feel more secure in following the plans to the letter, a more

experienced teacher might use the plans as reference points to which she may add from her own background of experiences. For example, Mr. B and his beautiful buttons can be introduced dramatically in many ways besides dropping a box full of buttons (our suggested motivation).

In the lesson development of the *Guide* we assume that the children start with no entry skills at all. The teacher should adjust this development to the needs of her students. Some children who start school have some knowledge of the alphabet; others have had no experience at all. Some classes will therefore be able to learn letter skills in a day while others may need a week.

Though the attention span of the average seven-year-old is generally not more than 30 minutes, the nature of *Alpha One* is such that an hour and more often goes by with interest sustained. Often, the children will be so engrossed that the Letter People can be utilized in other areas of learning, such as mathematics and social studies. However the teacher should feel free to stop or start each lesson at any reasonable point. It is sometimes advisable to do a portion of the lesson in the morning and another part in the afternoon.

As indicated earlier, each page of the *Guide* has a space set aside for the teacher's notes or reminders. Each lesson also includes recommendations for homework and follow-up activities. It is important that these assignments be checked regularly, and that the child's correct work be approved and rewarded.

Each lesson includes assignments which the child should follow independently. For this purpose it is suggested that a notebook be kept, setting aside two or three pages for each lesson unit.

B. Chatterbook

Because a positive attitude toward reading is of optimum importance, the child's successful experience in the Chatterbook is essential. To introduce the Chatterbook activity, a motivating lesson in the Professional Guide always precedes work in the Chatterbook. Instructions to the children should be clear, and illustrations should always be identified before work begins.

Each lesson in the Chatterbook has a colored band on which directions (to be read to the pupils) appear. Detailed procedures are in corresponding lessons in the Professional Guide. The *Guide* also lists correct answers where applicable. Generally, the teacher introduces and demonstrates the exercises and the children then work independently. The exercises in the Chatterbook may then be used as a basis for follow-up materials which are easily adaptable to the needs of the children.

NOTE: The 25 poems in the first part of the Chatterbook, in which the child underlines words that begin with the letter being learned, are not expected to be read by the children at the time they are first seen. They are there primarily for the purpose of discriminating among words having different initial letters. As additional activities, these poems are used for class discussion and sound discrimination, as well as for subject matter for drawing and painting.

On the back cover of the Chatterbook are two circles, one purple on the upper part of the cover and one yellow on the lower part. These may be used to give the teacher an immediate survey of class comprehension. In a number of lessons, the children are told to hold up the purple circle on their book if one condition exists (*e.g.*, if the word they hear begins with *b*) and the yellow circle if another condition exists (*e.g.*, if the word begins with another sound). All children hold up their books at the same time, thus avoiding the problem of one child merely imitating another child's answers.

C. Letter Meeting Greeting Packets

The introduction of a new letter is an event, and should be treated with as much enthusiasm as possible. Every time a new letter of the alphabet is introduced, each child receives a greeting card from the appropriate pad. The cards should be folded before being distributed so that only the characteristic of the Letter Person is seen on the front. When the card is opened, the Letter Person (a miniature of the corresponding large letter replica, which is for display) appears; it is in full color but is missing the letter part of his body. On the

left side of the card is a four-line rhyme describing the Letter Person. These rhymes are to be read to the children. They are not (at the time of their introduction) to be read by the children alone. The children will, however, at a later date, be able to read all twenty-six rhymes with ease.

The individual Alphabet Sheets, which have all the letters of the alphabet with self-adhesive backing, are distributed along with the Letter Meeting Greeting Cards. After discussion of the outline of the missing letter, each child chooses the corresponding letter from his Alphabet Sheet, examines its shape, and then adheres it to his Letter Person. It is suggested that each child collect his Letter Meeting Greeting Cards in a box. When all 26 cards have been received, they may be hole-punched and bound together alphabetically to form a small alphabet book for each child to keep.

D. Letter People

The Letter People are introduced one at a time in conjunction with the Letter Meeting Greeting Cards and are subsequently used for word building, lesson motivation, dramatization and games. It should be made clear that the letter itself is merely a sign reminiscent of the Letter Person. Therefore it is possible to have more than one of the same letter in a word.

Since the element of surprise on meeting the new Letter Person is part of the fun of introducing the letter, the replicas should not be seen by the children before being officially introduced. Once a letter has been introduced, it may be displayed in the classroom or stand in its compartment in the Alpha Wagon within easy reach of the children. To provide ease of presentation, the replicas have been designed to stand on the smaller side of the easel, but they may also be taped to the chalkboard or tacked to a cork surface. The surface of each card has been finished with non-glare varnish which makes it possible to see the Letter Replicas easily from all parts of the room. Since there is an approximately 8% incidence of color blindness in any given school population, the red-orange color of the letters has been carefully selected to provide maximum color visibility.

In addition to the 26 Letter People, there are four cards which are symbol signs: long, short, protection and silent. These are used for word-building with the replicas when long vowel sounds are introduced.

E. Story Pictures

These 26 delightful illustrations are the basic motivation for development of the learning units of Part Two. They may also be used as review or for remedial work, and are a natural source of creative play and conversation. Each picture, with its corresponding poem and story, invites the children to participate in dramatization, puppetry, story writing and story telling. Each Story Picture is ideally introduced to small groups so that the children may gather around and feel free to scrutinize and discuss it in detail. Although it concentrates on the new learning, each picture lends itself to review; this may be accomplished by having the group discuss the letters in the background. The picture may also be compared with situations previously learned. The teacher should encourage as much free discussion and interaction among the children as possible. Suggested discussion questions for each picture are included in the corresponding lesson of the Professional Guide. Children who need additional reinforcement of special concepts (or have been absent) may study and discuss illustrations in small study groups guided by the teacher who may read the stories and poems to the group.

NOTE: Story Pictures are referred to by numbers found at the bottom of each picture.

F. Filmstrip

The filmstrip, containing two 12-frame episodes, is designed to encourage the children to talk, make inferences, and draw conclusions from facts given. These episodes are incorporated into two culminating lessons, with discussion questions for each in the *Guide*. The first, *Vowel Howl*, is to be shown after the five vowels have been introduced. While designed primarily for amusement, it reinforces the identification

of the vowels with their characteristics. The second episode, *A Patch to Match*, is also designed for amusement as well as the review of many of the Letter People. This filmstrip especially lends itself to making value judgments and to stimulating class discussions.

G. Chalkboards

The 35 individual chalkboards should be stored in the Alpha Wagon when not in use. The chalkboard is an ideal learning tool for a number of reasons: (1) children love to write on slates; (2) mistakes in decoding or spelling are easily erased and corrected; (3) as the child holds up the board, the teacher has an instant overview of his grasp of a learning, and is thus able to correct a mistake immediately.

The chalk is easily erased with paper towels or, if available, small sponges. Monitors may be chosen to wash the set of boards when necessary. NOTE: small labels which may be peeled from the Alphabet Sheets should be adhered by the children to the lower right corner of the back of each chalkboard for identification and re-ordering purposes.

H. Puppets

The puppets, used with or without the Letter People replicas, draw the children into the joys of fantasy which they will associate with reading. Because the antics of the Letter People are so delightful, the children love to impersonate them. The Poetry Pages provide a written script on which the children's interpretation may be based, but the children should be encouraged to use their own words whenever possible in their dramatizations.

Though either puppet may be used to impersonate any of the Letter People, Chitter, the blue puppet, tends to look like a boy and is usually a consonant, while Chatter, the pink puppet, has more feminine features, and is more likely a vowel. It is a good idea to pin a small piece of paper with the identifying letter to the body of the puppet to assure identification.

I. Duplicating Masters (50)

Each lesson unit culminates in a "Let's Make Sure" activity. Every skill that has been taught in the unit is tested. The teacher will find these an excellent device for evaluating the progress of her children and for discussing those skills which need reinforcement. Each Duplicating Master has directions for the teacher incorporated in the corresponding lesson. It is important that the children identify all illustrations before attempting the exercises. As the children work, the teacher should move around the room, making certain that each child understands and follows instructions. When his work has been corrected, each child may take home his "Let's Make Sure."

J. Chatter Album

Twelve of the twenty stories in the *Guide* are delightfully dramatized. Because vowel sounds are often difficult for children to reproduce, these dramatizations were chosen to give the children the opportunity to hear the vowel sounds both in isolation and in words. The record is used primarily for introduction of the sound and reinforcement of the letter learning. It may be used also for purposes of review, or reinforcement. It is often advisable to listen to the stories in small groups as this encourages participation among the children.

K. Alpha Wagon

The entire unit is mounted on wheels. This makes it possible to move the learning center from a reading corner with a small group to the middle of the room for activities involving larger groups. There is an easily accessible compartment that houses each component in the package. The teacher may prefer to keep the Professional Guide and Duplicating Masters at her desk. A list of components and a storage diagram will be found on the inside of the display case. Instructions for mounting wheels on the container are also enclosed in the package.

SAMPLE LESSONS

Suggested procedures for each phase of the lesson plans are given below. These may be adapted for new learnings throughout the program.

Introducing Letter Meeting Greeting Cards

OBJECTIVE

- Introduction of the Letter Person, the letter symbol and the letter characteristic.

MATERIALS

Letter Meeting Greeting Packet for the letter being introduced, replica of the Letter Person, Alphabet Sheets.

DEVELOPMENT

Make introductory remarks and discuss the new Letter Person. (This is included in the lesson plans.) Distribute Letter Meeting Greeting Cards. Display the large replica of the Letter Person. Read the verse to the children and repeat the lines with them.

The children may now compare the replica with the picture on their cards. The children's cards have only an outline of the letter, whereas the large replica has the letter in bright red-orange. *What is missing?* (part of the body) Some children might suggest that it is the letter; if not, tell them that the part of the body that is missing is the letter itself. Let children run their fingers over the outlined space for the letter on their cards. Demonstrate on the replica, moving your finger along the letter as if you were writing it.

Distribute the Alphabet Sheets and encourage children to look for the missing piece (letter) that conforms to the outline on the card. A volunteer may come up with his sheet and point to the correct letter. When each child has found the letter, he may peel it off the Alphabet Sheet and hold it up to be checked. Work with a small group at a time to be sure that every child is successful. As each child finds the correct letter, the letter may be adhered to the outline on the Letter Person. Encourage children to rub their fingers over the letter and describe its shape. (It goes up and down; it has straight lines, curves, points, etc.)

Discuss the illustration on the front cover of the card. It is the Letter Person's characteristic (munching mouth, tall teeth, etc.). Point out that the letter gets its sound from the sound the characteristic begins with.

Written Practice

OBJECTIVE

- Introduction of the written symbols for the letter.

MATERIALS

Letter Meeting Greeting Card with the letter symbol adhered to the body.

WRITTEN PRACTICE: Encourage children to run their fingers over the applied letter on their Letter Meeting Greeting Cards. Demonstrate on the board how the big symbol is to be written. Call on volunteers to write the letter on the board while the others practice writing it in their notebooks. Tell children that the letter which stands for the sound may be written in two ways (big and little). The Letter Person's body is the big letter. Children may now scrutinize the large replica on their own cards and try to discover the little letter. (It is on some part of the Letter Person's body; *e.g.*, Mr. M's little letter is on his container of milk.) Demonstrate the writing of the little letter and proceed as for the big letter. Explain that when the letter is not part of the Letter Person's body, it is a letter sign for him. When we see the letter alone, we think of the Letter Person's characteristic and that reminds us of the sound.

NOTE: It is suggested that each child keep a box in which to collect his Letter Meeting Greeting Cards. When all twenty-six cards have been collected, they may be bound into individual alphabet booklets.

Chatterbook

Picture Selection

OBJECTIVE

- Associating the letter sound with pictures of objects that begin with that sound.

MATERIALS

Chatterbook (part A of the page), crayons.

DEVELOPMENT

Discuss the eight illustrations around the Letter Person. Choose volunteers to name the objects pictured. Then direct the children to check those pictures that begin with the Letter Person's sound. When all have finished, volunteers may identify the pictures they have checked by saying:

I have checked the picture of _____ (baby) because it starts
like Mr. _____ (B's) sound of _____ (beautiful buttons).

When all work has been corrected, the children may color the pictures that have been checked.

Letter Discrimination

OBJECTIVES

- Associating the written symbol for the letter with the letter sound.
- Auditory and visual discrimination among letters and sounds.

MATERIALS

Chatterbook (part B of the page), pencils.

DEVELOPMENT

The lower part of many *Chatterbook* pages (part B) is divided into eight boxes. Each of the eight boxes has the letter characteristic (*e.g.*, funny feet) with two letters in broken lines drawn over it. One of the letters is always the letter being introduced (*e.g.*, *F* or *f*) and the other is a letter that has been learned previously.

The child will be asked to listen to the initial sound of a word that is read to him, and to decide whether that word begins with the particular letter being learned. If he hears the letter sound under discussion, he then chooses the corresponding letter and connects its broken lines, thus tracing the letter. If the word does not start with that sound, the box is crossed off. The children should start with the first box in the top row and work their way across from left to right. It is important for the teacher to see that each child puts his finger on the appropriate box before a word is called out.

A recommended procedure for this activity follows. After discussing the illustrations on the characteristic, the teacher should direct the children (using *F*, for example): *Put your finger on the first box* (near the window, door, etc.) *in the top row. Listen to the word I say. If the word begins with the sound you hear in* **funny feet**, *connect the broken lines of the letter* **F** *in that box.* (Demonstrate on board.) *If the word does not begin with the sound for* **F**, *just put a big* **X** *on the box.* Demonstrate.

Put your finger on the first box. The first word is **fun.** *Listen carefully*, **fun.** (Stress initial **F** sound.) *Does* **fun** *start with the* **F** *sound that we hear in* **funny feet?** (Elicit affirmative oral response.) *Then connect the broken lines of the letter* **F** *on the first box of* **funny feet**. Walk around the room, helping children who have difficulty. Proceed as above for the eight words listed in each lesson.

Decoding

OBJECTIVE

- Decoding a list of words involving the newly learned letter or skill.

NOTE: The teacher demonstrates decoding the first few words. Then children work independently.

MATERIALS

Chatterbook.

DEVELOPMENT

Using the word *yes* as an example, the decoding procedure would be as follows: *How many letters does the first word have?* (three) *Which letters are they?* (*Y, E, S*) NOTE: the sounded vowel is always in bold print. *Which letter looks most important?* (*E*) *Where does the* **E** *belong?* (in the belonging box) *Why?* (The word always belongs to a girl—later, a vowel.) *Which letter starts the word?* (*Y*) *Into which clue box does* **Y** *go?* (into the starting clue box) *Which letter ends the word?* (*S*) *Into which clue box does the* **S** *go?* (ending) *Now we'll break the code.*

How can we break the code? (We think of the sounds for the letters in the boxes and join them together. We do not break the sounds.) Elicit from the children that they have to put *Y*'s sound, *E*'s sound and *S*'s sound together to get one word and that they must make all the sounds come out without separating them; *i.e.*, the word should not be a series of independent sounds. *What helps us remember the sound for the letter* **Y** *in the first box?* (yawning) *What helps us remember the sound for* **E**? (exercise) *What reminds us of the sound for* **S**? (super socks) *Let's say the word.* (yes)

NOTE: After long vowel sounds have been introduced, the vowels of the words are marked long, short and/or silent before the word is said aloud. The children should be encouraged to give reasons for every letter they mark. When all the words have been decoded, write them on the board and, pointing to one at a time (not necessarily in order), encourage the children to volunteer sentences using that word. The same word may be pointed to several times so that every child has a turn to make up a sentence.

Chalkboard Practice

OBJECTIVES

- Writing and spelling words from dictation.
- Discriminating among letter sounds.

MATERIALS

Chalkboards, chalk, tissues or sponges.

DEVELOPMENT

Distribute chalkboards, tissues, and chalk to the children. Dictate one word at a time. The children will listen to the word dictated, draw the necessary clue boxes and fill them as the word is repeated.

When the whole word has been written in clue boxes, children should hold up their chalkboards so that their work may be seen by the teacher. A volunteer then writes the word on the board and the others write it on their chalkboards without clue boxes. The word is spelled aloud with eyes open, then closed. Finally, volunteers may use the words in sentences.

NOTE: Children should be told where silent letters stand, as they cannot know from listening only.

Suggested procedure for this activity (using the word *man*) is as follows: *The first word is* **man**. *Draw three clue boxes. Remember that the belonging box is bigger than the others. To fill the big belonging clue box, we have to decide to whom the word belongs. To what kind of letter does a word always belong?* (a girl, vowel) *When you hear*

the word again, listen for the girl's sound. Repeat *man*, stressing short *A*. *Whose sound do you hear?* (Miss A) *How can you tell it is Miss A's sound?* (It is the same as the sound that starts *ă'choo.*) *Put Miss A's sign, the letter A, in the big belonging box.*

Listen to the word again, and decide which letter starts the word. Repeat *man*, stressing the initial sound. *Which sound starts the word?* (*M*) *Whose sound is* **M***?* (Mr. M) *How do we know?* (M gets his sound from *munching mouth.*) *Put* **M** *in the starting clue box. Listen to the word again and decide who ends the word.* Repeat *man*, stressing the final sound. *Which letter ends the word?* (*N*) *How do you remember* **N***'s sound?* (It comes from *noisy nose.*) *Put* **N** *in the ending clue box. Now let's look at the letters in the clue boxes and spell the word* **man**. *How do we spell a word?* (When we spell a word, we say the letters in order as they are in the clue boxes.) *Which letter do you see in the starting box?* (*M*) *The belonging box?* (*A*) *The ending box?* (*N*) *First we see* **M**, *then* **A**, *then* **N**. *Say the letters to yourself and spell the word,* **MAN.** *Now let's spell the word aloud together. Now spell the word with eyes closed. Try to "see" the word with your eyes closed as you spell it aloud.* Call on several children to spell the word without looking at it. Choose volunteers to use the word in a sentence. Erase the chalkboards after the completion of each word. Continue with the next word.

Reading Sentences for Meaning in the Chatterbook

OBJECTIVES

- Reading sentences for meaning.
- Making inferences and judgments.
- Reviewing the learning unit.

OPTIONAL: Punctuation, capitalization.

MATERIALS

Chatterbook.

DEVELOPMENT

Each sentence or group of sentences is accompanied by a picture illustrating the topic under discussion. The sentences are composed of words which the children have learned to decode, as well as "runaway words" which have been previously introduced. At the top right corner of most reading pages is a runaway ("sight") word which the children will discover in their sentences. Encourage the children to sound the word out, and to try sounds that will make the word sensible. When the word has been correctly identified, the children should look for it in their sentences and underline it.

After discussion of the content of the illustration, recommended procedure for this activity is as follows: *The sentences under the picture tell about what we see in the picture. Read each sentence to yourself. If you have trouble reading some words, you may draw clue boxes around them to help you sound them out. When you think you can read the whole story, look up.* When the children are ready, call on several to read the sentences aloud. Discuss in some detail how the sentences tell about the picture. Encourage the children to describe what part of the story under discussion (lesson topic) the sentences tell about.

Encourage children to speculate and make inferences by such questions as: *Who do you think is saying this? How do you think she feels? Where do you think they are? What will they do next? What is something else he might have said? Do you think he did the right thing? How should he have behaved?* Encourage children to think of other sentences that could apply to the illustration.

NOTE: Children who are ready may write sentences of their own about the story.

Notes for

Suppose

OBJECTIVES

General

- Initiation of the program.
- Setting the mood for meeting the Letter People.

Specific

- Discuss unexpected fantastic situations.
- Create fantastic situations in which inanimate objects take on human characteristics.

MATERIALS

Crayons, drawing paper.

MOTIVATION

Discuss some favorite T.V. programs, noting especially the fantasy aspects where relevant. Let children discuss their favorite programs in which things happen that are not real.

DEVELOPMENT

Discuss the fantasy aspects of many advertisements and T.V. programs. *Why are these situations funny?* (Because people can't fly, animals can't talk, etc.) *Suppose your pencil said, "Ouch, you're holding me too tight!" What would you say? Suppose your shoe said, "Get your big foot out of me!" What would you say? Suppose your teeth said, "Close your mouth, I'm tired of chewing." What would you say? Suppose your lunchbox said, "I'm not staying for lunch." What would you say?*

Encourage children to create their own "supposes." Write them on the board. Discuss the incongruity of inanimate objects having human characteristics. Each child may draw a "suppose" on drawing paper. Suggestions: needle with real eyes, chair with human legs, shoe with real tongue, pin with real head, corn with real ears, comb with real teeth.

HOMEWORK OR FOLLOW-UP: *Find pictures in magazines that would make good "supposes." Draw more "suppose" pictures, using your own ideas.*

SUMMARY

Elicit the following observation: Some things that can't really happen are fun to think about.

Notes for

M1

OBJECTIVES

General

- Introduction of the Letter Person M and his characteristic, *munching mouth.*
- Association of M's munching mouth with foods that start with the sound for *M.*
- Introduction of written symbols for the letter *M.*

Specific

- Meet Mr. M and his *munching mouth.*
- Find foods for Mr. M's munching mouth that start with the sound for *M.*
- Write big *M* and little *m.*

NOTE: The *M* and *N* are often confused in appearance as well as in sound. It is important that children see and hear the difference.

MATERIALS

Letter Meeting Greeting Packet *M,* replica of Mr. M, Alphabet Sheets, *Chatterbook* page 2A, crayons.

MOTIVATION

Children show their "suppose" homework (fantastic situations). *Chatterbooks* and Letter Meeting Greeting Cards are stacked on the desk, suggesting that more surprises are in store.

DEVELOPMENT

Discuss the "suppose" drawings. Recall some of the fantastic situations mentioned previously. Suggest that strange things are about to happen. *We are about to meet a person who is even more fantastic than anything that has been discussed. He is a letter of the alphabet, but he is not an ordinary letter. He is a Letter Person, and he is always munching.*

The children may suggest some things they like to munch (peanuts, popcorn, candy, marshmallows, sandwiches). Encourage some to demonstrate how they munch and munch. Distribute the Letter Meeting Greeting Cards for *M.* Discuss Mr. M, noting the size of his mouth and cheeks. *Why do you think his cheeks seem so full?* (He is always munching.) *What is he going to munch next?* (a sandwich) Display the replica of Mr. M and read his verse to the children.

Mr. M must munch and munch;
Sandwiches make a marvelous lunch.
His mouth is munching all day long;
He eats so much he's mighty strong.

Children may repeat the lines with you.

The children may now compare the replica with the picture on their cards. The children's cards have only an outline of the letter *M*; the large replica has the letter in bright red-orange. *What is missing?* (part of his body) Some children might suggest that it is the letter *M*; if not, tell them that the part of the body that is missing is the letter *M.* Let children run their fingers over the outlined space for the letter *M* on their cards. Demonstrate on the replica.

Distribute Alphabet Sheets and let children look for the missing piece (letter *M* on Alphabet Sheet) that matches the outline on the card. A volunteer may come up with his sheet and point to the correct letter. When the child has found the *M,* he may peel it off the Alphabet Sheet and hold it up to be checked. Work with a small group at a time to be sure that every child is successful. When all children have found the letter *M*, let them rub their fingers over the letter and describe its shape. (It goes up and down; it has straight lines, not curves; it has points, etc.) The letter may now be adhered to the outline on the Letter Person.

Discuss the illustration on the front cover of the card. It is Mr. M's munching mouth. Point out that Mr. M gets his sound from that munching mouth. Give each child a turn to say *munching mouth,* stressing the *M* sound.

CHATTERBOOK page 2A. *Mr. M has his own special sound. His sound comes from the beginning sound of* **munching** *and* **mouth.** *Mr. M's munching mouth can take only foods that start with the same sound as his munching mouth. Look at the pictures of food on the top of page 2. Name the foods you see:* (1) marshmallows, (2) bread, (3) macaroni, (4) meat, (5) milk, (6) eggs, (7) nuts, (8) melon. *Think about which foods start with the same sound as Mr. M's munching mouth. Check those foods that start with the sound for Mr. M. Then color the pictures you have checked.* When all have finished, volunteers may take turns naming the foods they have colored. Children may suggest other foods that start with Mr. M's sound (mushroom, mustard, mayonnaise). Check the work on this page and place an *M* on top of the page if it is all correct.

QUICK CHECK: *What special feature does Mr. M have?* (munching mouth) *From where does* **M** *get its sound?* (the beginning sound of *munching* and *mouth*) *Name a food or any other word that begins with Mr. M's sound.* (melon, milk)

WRITTEN PRACTICE: Let children run their fingers (from left to right) over the applied *M* on their Mr. M cards. Demonstrate on the board how the big *M* may be written. Allow volunteers to write the letter *M* on the board while the children practice writing *M* in their notebooks. Tell children that the letter *M*, which stands for the *M* sound, may be written in two ways (big *M* and little *m*). Mr. M's body is big *M*. Children may now scrutinize the large replica or their own cards, and try to discover little *m*. (It is on the container of milk in Mr. M's hand.) Demonstrate the writing of little *m* and proceed as for big *M*. Explain that when the letter *M* is not part of Mr. M's body, it is a letter sign for Mr. M. When we see the *M* alone, we think of Mr. M's munching mouth and that reminds us of the sound.

NOTE: It is suggested that children keep a box in which to collect their Letter Meeting Greeting Cards. When all twenty-six cards have been collected, they may be bound into individual alphabet booklets.

HOMEWORK OR FOLLOW-UP: *Draw a big munching mouth. Draw foods that start with M or find pictures of objects that start with M and paste them in notebooks. Write more big and little M's.*

SUMMARY

Elicit the following conclusions: Mr. M has a munching mouth. Mr. M gets his sound from *munching mouth.* Some names of foods, such as *marshmallow* and *macaroni,* start with the *M* sound. We can write big *M* and little *m*. The letter *M* is a sign that reminds us of Mr. M.

Notes for

M2

OBJECTIVES

General

- Recognition of the *M* sound in words.
- Discriminating between the *M* sound and other consonant sounds in initial position.
- Relating the sound for *M* to the written symbol for *M*.

Specific

- Listen for words starting with the sound for *M*.
- Choose objects for Mr. M's bag that start with the *M* sound as in *munching mouth.*
- Write the letter *M* when a word begins with the *M* sound.

MATERIALS

Replica of Mr. M, cellophane tape, a paper bag for each child, crayons, *Chatterbook* page 2B.

MOTIVATION

Mr. M is displayed with an empty paper bag taped to his hand.

DEVELOPMENT

Mr. M is going on a trip. He will take with him only things that start with his sound. What are some things he might take along? (mattress, mask, mirror) As children answer, list items on the board. Volunteers may draw some objects mentioned on the board.

Distribute paper bags, directing children to decorate them with drawings of Mr. M and some things that could go into his bags. Children may take their bags home and fill them with appropriate objects for Mr. M. Remind them that they can put in only things or pictures of things that start like Mr. M's munching mouth. They may also draw pictures of *M* things and put them into the bag.

Draw attention to the back cover of the *Chatterbook*. One circle is purple and the other circle is yellow. Before QUICK CHECK, let children practice holding up first the yellow circle and then the purple circle.

QUICK CHECK: *I am going to call out the name of some objects to you. When I name an object that begins with Mr. M's sound, raise the purple circle. When I name an object that does not begin with the* **M** *sound, raise the yellow circle.* Suggested words: *mat, mouse, nut, marbles, boy.*

NOTE: Before pupils begin the exercise below, review the *M* sound by having them repeat *munching mouth* several times.

CHATTERBOOK page 2B. *This part of the page has eight boxes, each with a munching mouth. Each munching mouth has either a big or a little letter* **M** *in broken lines drawn over it. Remember that the letter* **M** *is a sign for Mr. M.* Children will listen to the word you say and decide whether or not it begins with the *M* sound. If the word begins with the *M* sound, they connect the broken lines of the letter in the box, thus tracing the letter *M*. If the word you say does not begin with *M*, the children

merely put a cross mark over the box. Start with the box in the top row, and work across from left to right. It is important to see that each child puts his finger on the appropriate box before the word is called out. Remind children that the munching mouth is a clue to help them remember the sound for *M*. Directions to children might be as follows: *Put your finger on the first box* (near the window, door, etc.) *in the top row. I am going to say a word. If the word begins with the same sound as* ***munching mouth,*** *connect the broken lines of the letter* ***M*** *in that box.* (Demonstrate on board.) *If the word does not begin with the sound for* ***M,*** *just put a big X on it* (demonstrate).

Put your finger on the first box. The first word is **moon.** *Listen carefully,* **moon** (stress initial *M* sound). *Does* **moon** *start with the* **M** *sound that we hear in* **munching mouth?** (Elicit oral response, *yes.*) *Then connect the broken lines of the letter* ***M*** *on the first munching mouth.* Walk around the room, helping children who have difficulty. Words for this lesson are (1) *moon,* (2) *milk,* (3) *neat,* (4) *money,* (5) *magic,* (6) *sunny,* (7) *mat,* (8) *mother.*

HOMEWORK OR FOLLOW-UP: *Fill Mr. M's bag with things that start with his sound.*

SUMMARY

Elicit the following conclusion: Many words, such as *moon* and *marbles,* have Mr. M's sound.

ENRICHMENT

GUESSING GAME: Make a list of objects whose names start with *M* and ask riddles about each. For example:

1. He starts with the sound for *M*.
   He brings the mail to our house. (mailman)
2. She starts with the sound for *M*.
   She makes my meals. (mother)
3. It starts with the sound for *M*.
   It tastes good on hot dogs. (mustard)
4. It starts with the sound for *M*.
   It is white.
   It comes in a bottle or container.
   It is good to drink.
   What is it? (milk)

Encourage children to make up similar riddles.

Notes for

M3

OBJECTIVES

General

- Visual discrimination and recognition of the letter *M* in words.
- Encouraging informal discussion.

Specific

- Underline words in the poem that start with *M*.
- Make masks.
- Learn what a mood is.

INCIDENTAL LEARNING: A mood is the way a person feels at the moment. Usually a person's mood may be detected in his facial expression or in his behavior.

MATERIALS

Masks or pictures of masks, poem "Masks" written on board, *Chatterbook* page 3.

MOTIVATION

Masks or pictures of masks are on display.

DEVELOPMENT

Discuss the use of masks at costume parties, parades or school plays. Discuss the different facial expressions on masks. *What do expressions on a face tell us?* (how a person feels inside) Explain what a mood is. *How do you feel when you are in a good mood? What can put you into a bad mood?*

How can you tell what a person's mood is? (by his facial expression) Volunteers may tell about times they were happy, sad or frightened. Children take turns demonstrating a mood, and volunteers guess what the mood is.

Read the poem below to the children.

MASKS

Mr. M gave us a task:
We may make a magic mask.
Make a mask that's munching food;
Make a mask that shows a mood.
Make a mask that looks real mean;
Make a monster, paint it green.
Make a mask, and you may see
Your mask smiling merrily.

Reread the poem. Ask the children to listen for words that begin with the sound for *M* and to munch on a make-believe sandwich every time they hear a word that begins with Mr. M's sound. As you reread, stress those words that begin with *M*.

CHATTERBOOK page 3. Children look for words in the poem that start with *M* and put a line under them.

NOTE: The children are not expected to read the words. They are merely to find the words that begin with *M*.

QUICK CHECK: When children have finished underlining, reread the poem. As each line is read, volunteers may come to the board and underline the words that start with *M*.

Children may check their work by comparing their underlined words with those underlined on the board. After words have been checked, children may illustrate the poem.

Evaluate contents of Mr. M's paper bags. Divide the class into small groups, so that they may judge and discuss the pictures and objects they have brought from home. Draw a large munching mouth on the board or on chart paper. Each child may have a turn to draw an object that begins with the *M* sound in or under the mouth. This will give the children an opportunity to discuss objects that they could not find, or did not think of.

HOMEWORK OR FOLLOW-UP: *Make a mask that shows a mood. In newspapers and magazines, find words that begin with M. Cut them out, and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: Many words, such as *magic* and *merrily,* in the poem "Masks" have an *M*. A mood is how a person feels. A mask may show a mood.

ENRICHMENT

Further discussion may be motivated by the poem "M's Many Moods."

M'S MANY MOODS

A mood is how you feel inside;
These feelings are often hard to hide.
If Mr. M's mood is happy and gay,
Mr. M's mouth is smiling all day.
But if Mr. M's mood is angry and sad,
Most anything may make him mad.
Like Mr. M, you have many moods too.
Moods that are happy, or moods sad and blue.

Notes for

M4

OBJECTIVES

General

- Culmination of *M* unit.

Specific

- Celebrate Macaroni Day for Mr. M.

NOTE: In order to celebrate the completion of all the skills related to *M*, Mr. M may have a special day. In future letter day celebrations, children will decide on an appropriate theme. Plans for "Macaroni Day" are set forth here.

MATERIALS

Mr. M replica with macaroni necklace, different kinds of macaroni, string, laces, paint, brushes, shellac, pie plates, glue, scissors, boxes.

MOTIVATION

Written on board in huge letters (macaroni shaped): MACARONI DAY IS HERE. Mr. M is displayed with a necklace of macaroni taped around his neck.

DEVELOPMENT

Read the poem "Macaroni Day."

MACARONI DAY

Today is Macaroni Day;
Mr. M may shout hooray.
We have been both North and South,
Getting macaroni for his munching mouth.
We'll make macaroni jewels and picture frames too;
All we'll need is macaroni and glue.
In honor of Mr. M's special day,
We'll use macaroni in work and play.

Macaroni Day is Mr. M's special celebration. Why do you think Macaroni Day is right for Mr. M? (It's for his munching mouth.) *Mr. M would like to see you make many gifts out of his favorite meal. What are some macaroni things we could make?*

1. Bracelet or necklace—String macaroni on laces; paint or shellac.
2. Picture frame—A paper plate may be decorated by pasting macaroni on the rim and then painting and shellacking it. A picture, cut to fit, may be pasted in the center.
3. Jewelry boxes—Use cigar boxes or similar boxes. Paste macaroni on top and on all sides. Paint and shellac. Line with tissue paper or fabric.

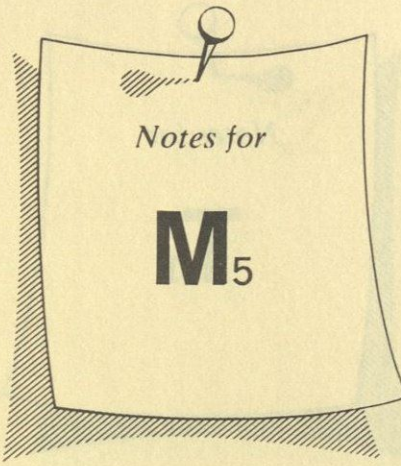
HOMEWORK OR FOLLOW-UP: Children can help their mothers cook macaroni.

SUMMARY

Elicit the following observations: Macaroni Day is Mr. M's special day. Macaroni begins with Mr. M's sound, and it belongs to his munching mouth.

ENRICHMENT

Mr. M may have a special box. A carton decorated with drawings of Mr. M may be filled with appropriate objects brought in by children. Suggestions: marble box, mirror box, magic box, mask box.



OBJECTIVES

General

- Checking all skills related to the letter *M*.

Specific

- Make sure of Mr. M.

MATERIALS

Duplicating Master 1.

MOTIVATION

Before we meet the next Letter Person, let's make sure we know all about Mr. M.

DEVELOPMENT

Tell children that the paper they are about to receive has many different questions on it to make sure they all know Mr. M well. The following skills are included:

1. Associating the Letter Person with his characteristics.
2. Associating the letter sound with pictures of objects that begin with the sound.
3. Recognition of the letter in isolation.
4. Recognition of the letter in words.
5. Writing the letter (big and little).
6. Auditory recognition of the letter sound in words.

Be sure the children can identify all illustrations. Instructions for each exercise are as follows:

1. Draw a line under Mr. M's special feature.
2. Draw a line under the pictures of things that start with Mr. M's sound.
3. Look for the letter *M* in each row, and put a circle around it.
4. Draw a line under the words that begin with the letter *M*.
5. Write three big *M*'s. Write three little *m*'s.
6. Listen to the words. If the word starts with the sound for *M*, put a check over the *M* in the first box (the box nearest the window, board, etc.). If the word does not begin with *M*, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *must*, (2) *night*, (3) *miss*, (4) *mark*, (5) *bug*.

As children work, move around the room to be sure they understand instructions. Be sure children have enough time to finish each section before going on to the next. When papers have been corrected (preferably the next day) they should be returned to the children for review. It is best to mark papers in crayon, checking those answers that are correct. Where there is a wrong answer, the right one should be circled. If it is apparent that a child needs help in a specific skill, adapt the lesson teaching that skill to his individual needs.

HOMEWORK OR FOLLOW-UP: Individualized assignments should be made for children who need skill reinforcement in a specific area.

SUMMARY

Elicit the following observations: We know all about Mr. M. We know his characteristic, munching mouth. We can write his name two ways and can recognize his sound at the beginning of words.

Notes for

T1

OBJECTIVES

General

- Introduction of the Letter Person T and his characteristic, *tall teeth.*
- Association of *T*'s tall teeth with objects that start with the sound for *T*.
- Introduction of written symbols for the letter *T*.

Specific

- Meet Mr. T and his *tall teeth.*
- Choose objects whose names start with the sound for *T*.
- Write big *T* and little *t*.

INCIDENTAL LEARNING: Care of teeth. Comparative size relationships between small and large.

NOTE: Sounds for *T* and *K* are often confused; be sure children can differentiate between the two.

MATERIALS

Letter Meeting Greeting Packet *T*, replica of Mr. T, Alphabet Sheets, *Chatterbook* page 4A, crayons, drawing paper.

MOTIVATION

A huge toothbrush is drawn on the board. Tell the class that they are about to meet a new Letter Person who needs an extra large toothbrush.

DEVELOPMENT

Let children speculate about a need for an extra large toothbrush. Distribute the Letter Meeting Greeting Cards for Mr. T. Discuss Mr. T. *What is unusual about Mr. T?* (He has very big teeth.) *Compare Mr. T's teeth to your own. Whose teeth are bigger? How long does it take to brush your teeth? How long would it take you to brush your teeth if they were as big as Mr. T's? How many times a day do you use your toothbrush? Whose toothbrush do you think would wear out first—your toothbrush or Mr. T's? Why?* (Children should realize that since Mr. T's toothbrush is used over a greater area, his brush would wear out first.)

Display the replica of Mr. T, and read his verse to the children.

Mr. T's teeth are terribly tall.
His teeth are the tallest teeth of all.
T's toothbrush must hold tight or fall,
Brushing the top of teeth so tall.

Children may repeat lines with you.

The children may now compare the large replica of Mr. T with their own cards. The children's card has only an outline of the letter *T*; the replica has the letter in bright red-orange. *What is missing?* (a part of his body) Some children might volunteer that it is the letter *T*; if not, tell them that the part of the body that is missing is the letter *T*.

Distribute Alphabet Sheets. All together (as you are demonstrating on the replica), let children run their fingers over the outlined space for the letter *T* ($\overrightarrow{\text{T}}$) on their cards; then let them look on the Alphabet Sheet for the missing piece that would match the space. When they have found the *T*, they may peel it off the Alphabet Sheet and hold it up to be checked. Be sure that each child rubs his fingers over the letter and describes its shape. (It goes down and across; it has straight lines, not curves.) Children may then adhere the letter *T* to the outline on their Letter Persons.

Turn to the front cover of the card. Discuss the illustration. It is Mr. T's tall teeth. Mr. T gets his sound from the beginning of *tall teeth.* Give each child a turn to say *tall teeth,* stressing the sound for *T*.

CHATTERBOOK page 4A. *Look at the pictures. Name the things you see:* (1) toothbrush, (2) milk, (3) table, (4) top, (5) television, (6) turkey, (7) monkey, (8) lion. *Which things start with the same sound as Mr. T's tall teeth? Check those things that start with the same sound as Mr. T's tall teeth. Then color the pictures you have checked.*

When children have finished coloring, volunteers may take turns calling off the objects they have checked. Children may suggest other items that start with Mr. T's sound. Check the work on this page, and place a *T* on top of the page for each child whose answers are correct.

QUICK CHECK: *What special feature does Mr. T have?* (tall teeth) *From where does he get his sound?* (tall teeth) *Name an object that begins with Mr. T's sound.* (tomato, tiger)

Children may draw Mr. T brushing his tall teeth. Some drawings may be displayed and evaluated. *Are his teeth tall? Is he brushing his teeth?*

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Once again, let children run their fingers (down and across) over the applied letter on Mr. T's card. Demonstrate on the board how capital *T* is written. Allow volunteers to write it on the board. Children may practice writing *T*'s in their notebooks. Tell children that the letter *T*, which stands for the *T* sound, may be written in two ways (big *T* and little *t*). Mr. T's body is big *T*. Direct the children to examine Mr. T on the large replica or on their own cards, and try to find little *t*. Proceed as for big *T*. Explain that when *T* is not part of Mr. T's body, it is the letter *T,* which is a sign for Mr T. *When we see T alone, we think of Mr. T's tall teeth.*

HOMEWORK OR FOLLOW-UP: *Find pictures of teeth and toothbrushes. Paste them in your notebook. Write some big T's and some little t's.*

SUMMARY

Elicit the following observations. Mr. T has tall teeth. Mr. T gets his sound from tall teeth. Many objects start with the sound for *T*. Big *T* and little *t* can be written.

Notes for

T 2

OBJECTIVES

General

- Reinforcing auditory recognition of the sound for initial *T* in words.
- Association of the sound for *T* with the letter *T* in words.

Specific

- Listen for words starting with the sound for *T*.
- Fill Mr. T's bag with things that start with his sound.

MATERIALS

Replica of Mr. T, cellophane tape, chart paper, paper bag for each child, crayons, *Chatterbook* page 4B.

MOTIVATION

Display Mr. T with an empty paper bag. *Mr. T wants us to fill a bag for him. Let's decide what we can put into his bag. Remember, only things that begin like Mr. T's tall teeth can be used.*

DEVELOPMENT

Discuss Mr. T's empty bag and what things may be used to fill it. Only things that begin with Mr. T's sound can go into this bag. Let children suggest some things that could be put into the bag. (tops, tigers, etc.) Tape chart paper across the front of the room at the level of a child's easy reach. Volunteers may draw pictures of objects beginning with *T* on chart paper. Label each object as it is drawn. All responses (even incorrect) may be drawn on chart paper. After several pictures have been drawn, ask the children if all the objects drawn may go into Mr. T's bag. Children should be allowed to discover errors by themselves. Distribute individual paper bags. With crayons, children may decorate the outside of the bag with a picture of Mr. T and things that sound like *T's tall teeth.*

QUICK CHECK: Read the words below to the children. If they hear Mr. T's sound, they may raise the purple circle on their *Chatterbooks*. If they hear another sound, they may raise the yellow circle. Words: *Tom, tip, taste, pot, keep.*

CHATTERBOOK page 4B. *This part of the page has eight boxes, each with a set of tall teeth. Each set of tall teeth has either a big or a little letter* **T** *over it and another letter. Both letters are in broken lines. Remember that the letter* **T** *is a sign for Mr. T. Start with the box in the top row, and work across from left to right.* Children will listen to the word you say and decide whether or not it begins with the sound for *T*. If the word begins with the sound for *T*, they connect the broken lines of the letter *T* in the box, thus tracing the letter *T*. If the word you say does not begin with *T*, the children merely put a cross mark over the box. It is important to see that each child puts his finger on the appropriate box before a word is read.

Discuss the illustration of the tall teeth, then direct the children as follows: *Put your finger on the first box* (near the window, door, etc.) *in the top row. I am going to say a word. If the word begins with the sound you hear in* **tall teeth,** *connect the broken lines of the letter* **T** *in that box* (demonstrate on board). *If the word does not begin with the sound for* **T,** *put a big* **X** *in the box* (demonstrate).

Put your finger on the first box. The first word is **toy**. *Listen carefully:* **toy** (stress initial *T* sound). *Does* **toy** *start with the* **T** *sound that we hear in* **tall teeth?** (Elicit oral response, yes.) *Then connect the broken lines of the letter* **T** *on the first tall teeth.* Walk around the room, helping children who have difficulty. Words for this lesson are: (1) *toy,* (2) *tail,* (3) *time,* (4) *fix,* (5)*kite,* (6) *teacher,* (7) *mouse,* (8) *tiger.*

HOMEWORK OR FOLLOW-UP: *Take the bag home and fill it for Mr. T. Remember, you can put in only things or pictures of things that start like Mr. T's tall teeth. Tomorrow we will show Mr. T all the things you have brought for him.*

SUMMARY

Elicit the following conclusion. Mr. T's sound is in such words as *Tom, taste, tip, time* and *tail.*

ENRICHMENT

Children may use empty coffee cans with plastic lids as a more permanent container for their pictures. These cans may be painted or covered with construction paper or wrapping paper.

Notes for

T3

OBJECTIVES

General

- Auditory discrimination between the sound for initial *T* and other initial sounds.
- Visual recognition of the initial letter *T* in printed words.

Specific

- Listen for words starting with Mr. T's sound in a poem about Tarleton, the Tapping Turkey.
- Underline words beginning with *T*.

INCIDENTAL LEARNING: Self-evaluation—accepting and improving personal qualities.

MATERIALS

Poem "Tarleton, the Tapping Turkey," *Chatterbook* page 5, crayons, drawing paper.

MOTIVATION

Read the poem.

TARLETON, THE TAPPING TURKEY

Tippy tap, tippy tap, tippy tap tap;
Tarleton Turkey goes tap, tap, tap.
Tarleton has tapped ever since he was tiny,
Tap, tap, tap, in his shoes bright and shiny.
Whenever Tarleton goes tap, tap, tap,
The ducks, the geese and the chickens all clap.
Now one day Tarleton caused great alarm,
For he decided to leave his friends on the farm.
With his top hat in hand (he was a real charmer),
And his tail tucked under, he went to the farmer.
He told him with a determined frown,
He was taking his talent to the big town.
He waited till ten when all were asleep
And tiptoed away without making a peep.
And as he ran out, he knew he was free
To take talent tests and appear on T.V.

DEVELOPMENT

Discuss the poem. *What makes Tarleton different from his barnyard friends? What did he decide to do? Do you ever wish you could be someone or something other than yourself? What can you do about it?* Discuss the wisdom of Tarleton's decision to run away. Encourage expression of diverse opinions, asking specific reasons for opinions.

Reread the poem slowly and ask children to listen for words that begin with Mr. T's sound. Each time a word beginning with the *T* sound is heard, the children may tap on their desks with a pencil.

Write the lines of "Tarleton" from *Chatterbook* page 5 on the board. Read the lines, pointing to the words as you read them. Point out the capital and small letter *T*. Each child may then look at the poem in his *Chatterbook,* and underline all words beginning with the letter *T*. When everyone has finished, volunteers may

underline the correct words on the blackboard, and then check their work on the *Chatterbook* page. The children may now illustrate the poem on drawing paper.

QUICK CHECK: *What are some words that begin with the sound for T?* (*to* and *tap*)

Check contents of Mr. T's paper bags. Divide the class into small groups, so that they may evaluate and discuss the pictures and objects they have brought from home. Children should decide whether the objects are suitable for Mr. T; then each child should have an opportunity to discuss a favorite item he has brought from home. Draw a large set of tall teeth on the board or on chart paper. Each child may have a turn to draw an object that begins with the *T* sound in or under the teeth. This will give the children an opportunity to discuss objects they could not find, or could not think of before.

HOMEWORK OR FOLLOW-UP: *Think of some performer's name starting with T, who could be on a T.V. show.* (tiger, tap dancer, toe dancer)

SUMMARY

Elicit the following observations: Many words in this poem have Mr. T's sound. Tarleton Turkey tried to be a performer instead of a turkey.

ENRICHMENT

TYPEWRITER TANGLE: Discuss the use of a typewriter, noting that typewriter keys must be pressed one at a time. Demonstrate on a typewriter in the classroom. Allow children to try typing; then read the poem.

THE TANGLED TYPEWRITER

Tippy, tippy, tap, tap all day long;
Tippy, tippy, tap is the typewriter song.
One terrible day Mr. T came to write,
He banged on the keys till they tangled in a fight.
Bang, bang, jangle, jangle,
The typewriter keys were all in a tangle.
Help! Help! he cried. Will somebody please
Take enough time to untangle the keys!

ART: The class may make typewriters, using clay or styrofoam as a base. Bend pipe cleaners as keys and insert them into the base. As the teacher rereads the poem, children "write" on their typewriters and, like Mr. T, tangle the keys.

A DAY FOR MR. T: Encourage children to decide what kind of day would be appropriate for Mr. T. Suggestions: Tasting Day (Children may taste foods that they have never tasted before.), Typing Day (Children may learn to type.), Tall Tale Day (Children may make up apocryphal stories.), Toast Day (Children may make toast and butter it.).

A BOX FOR MR. T: Encourage children to decide what kind of box would be appropriate for Mr. T. Suggestions: Toy Box (Children may bring in toys.), Tissue Box (Children may bring in a variety of tissues.), Tile Box (Children may decorate a box with tiles made out of hardened clay.).

Notes for

T4

OBJECTIVES

General

- Checking all skills related to the letter *T*.

Specific

- Make sure of Mr. T.

MATERIALS

Duplicating Master 2.

MOTIVATION

Before we meet the next Letter Person, let's make sure we know all about Mr. T.

DEVELOPMENT

Tell children that the paper they are about to receive has many different questions on it to make sure that they all know Mr. T well. The following skills are included in the test:

1. Associating the Letter Person with his characteristics.
2. Associating the letter sound with pictures of objects that begin with the sound.
3. Recognition of the letter in isolation.
4. Recognition of the letter in words.
5. Writing the letter (big and little).
6. Auditory recognition of the letter sound in words.

Be sure the children can identify all illustrations. Instructions for each exercise are as follows:

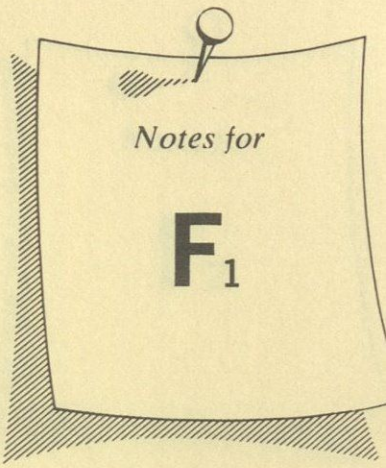
1. Draw a line under Mr. T's special feature.
2. Draw a line under the pictures of things that start with Mr. T's sound.
3. Look for the letter *T* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *T*.
5. Write three big *T*'s. Write three little *t*'s.
6. Listen to the words. If the word starts with the sound for *T*, put a check over the *T* in the first box (the box nearest the window, board, etc.). If the word does not begin with *T*, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *top*, (2) *pea*, (3) *tell*, (4) *cot*, (5) *time*.

As children work, move around the room to be sure they understand instructions. Be sure children have enough time to finish each section before going on to the next. When papers have been corrected (preferably the next day), they should be returned to the children for review. It is best to mark papers in crayon, checking those answers that are correct. Where there is a wrong answer, the right one should be circled. If it is apparent that a child needs help in a specific skill, adapt the lesson to his individual needs.

HOMEWORK OR FOLLOW-UP: Individualized assignments should be made for children who need skill reinforcement in a specific area.

SUMMARY

Elicit the following observations: We know all about Mr. T. We know his characteristic, *tall teeth*. We can write his name two ways, and can recognize his sound at the beginning of words.



OBJECTIVES

General

- Introduction of the Letter Person F and his characteristic, *funny feet.*
- Association of F's funny feet with objects that start with the sound for *F.*
- Introduction of written symbols for the letter *F.*

Specific

- Meet Mr. F and his *funny feet.*
- Find pictures of objects that start with the *F* sound.
- Write big *F* and little *f.*

MATERIALS

Pictures of a variety of feet, cellophane tape, Letter Meeting Greeting Packet *F,* replica of Mr. F, Alphabet Sheets, *Chatterbook* page 6A, crayons, puppets and stage (optional).

MOTIVATION

Adhere pictures of different size feet to the blackboard or draw some footprints on the board.

DEVELOPMENT

Feet, feet, feet! Different sizes! Different colors! Different shapes! Encourage children to draw different feet on the blackboard. *We've seen feet of every size, but now we're going to meet someone who has feet that are funny.*

Distribute Mr. F Letter Meeting Greeting Cards. Discuss the appearance of Mr. F. *What makes his feet funny?* (They have a pattern; the toenails are checkerboard; the feet are on wrong.) Discuss other aspects of Mr. F's appearance. (He also has a funny face.)

Display Mr. F's replica and read the Greeting Card verse:

Mr. F has feet that are funny.
His feet make him hop like a funny bunny.
His feet don't fit into any shoe.
Poor Mr. F! What shall he do?

Children may repeat the lines with you.

The children may now compare the large replica of Mr. F with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 6A. *Mr. F has funny feet. Look at the pictures. Name the things you see:* (1) fish, (2) tree, (3) feet, (4) fire, (5) finger, (6) kite, (7) fence, (8) feather. *Which things start with the same sound as Mr. F's funny feet? Check the things that start with Mr. F's sound. Then color the checked pictures.* When all have finished, volunteers may take turns naming the items colored. Children may suggest other things that start with Mr. F's sound. (field, forest, family) Check work and place an *F* on top of the page if the work is all correct. (*Guide* p. xiv.)

QUICK CHECK: *What is special about Mr. F?* (He has funny feet.) *From where does he get his sound?* (funny feet) *Name some things or words that begin with Mr. F's sound.*

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *F,* following the procedure on *Guide p. xiii. What shall we do for Mr. F?* (fill his bag) *What special things may we put into his bag?* (only things that start with the same sound as *funny feet) What are some things you might put into his bag?* Children may come to the board and draw objects they think will go into Mr. F's bag. Label each drawing as it is finished. After several pictures have been drawn on the board, ask children to decide whether they may go into Mr. F's bag. In this way the children can discover and remedy errors, if any, by themselves.

HOMEWORK OR FOLLOW-UP: *Find pictures of feet and other objects starting like* ***funny feet*** *and paste them in notebooks. Write an* ***F*** *under each picture. Fill a bag for Mr. F with objects that begin with Mr. F's sound.*

SUMMARY

Elicit the following conclusions: Mr. F has funny feet. Mr. F gets his sound from *funny feet.* Some objects have names that start with the *F* sound. We can write big *F* and little *f.*

ENRICHMENT

MR. F'S STICK PUPPETS. Children may make stick puppets for Mr. F by cutting out their own drawings of Mr. F and pasting them on popsicle sticks or tongue depressors. These puppets can be used in the next lesson.

DRAMA. Chitter may be Mr. F having trouble with his funny feet.

OBJECTIVES

General

- Auditory discrimination between the sound for initial *F* and other initial letter sounds.
- Visual recognition of capital and small *F* in words.

Specific

- "Fish" every time a word starting with the sound for *F* is heard in the poem "Foolish, Foolish Fish."
- Circle words starting with the letter *F* (big and little).

NOTE: The sounds for *F* and *S* are often confused. Be sure children can hear the difference.

Notes for

F2

MATERIALS

Mr. F stick puppets (if made in preceding lesson), puppets, stage, *Chatterbook* pages 6B and 7, crayons, drawing paper.

MOTIVATION

Poem "Foolish, Foolish Fish" is written on the blackboard.

FOOLISH, FOOLISH FISH

Mr. Fish, as you swim by,
I notice there is fear in your eye.
Finding food is never fun,
Foolish, foolish, fearful one.
Don't feel so sad and so forlorn.
You've found your food since you were born.
There's fine food if you'll only look,
But don't be fooled by a fishing hook.

DEVELOPMENT

Read the poem aloud. Distribute Mr. F stick puppets, if available, and explain that they can fish every time Mr. F's sound in the poem is heard. Let children repeat *funny feet* several times to be sure they remember the *F* sound. Let children take one practice "fish." Reread the poem, stressing words starting with the *F* sound. Pause long enough for children to fish.

Discuss the poem. *Why is the fish fearful?* (He can't find food.) *Why is he sad?* (He is hungry.) Children may want to dramatize the poem, using the puppets and stage. Let Chitter be the fish and Chatter be the narrator.

CHATTERBOOK page 6B. Review the *F* sound by having the class say *funny feet.* Draw attention to Mr. F's characteristic, *funny feet.* Read the words below, directing children to connect the broken lines of the letter *F* if they hear Mr. F's sound in the word you read. (Complete procedure is on *Guide* p. xiv.) Words: (1) *fish,* (2) *food,* (3) *find,* (4) *fix,* (5) *teeth,* (6) *follow,* (7) *mouse,* (8) *sunny.*

QUICK CHECK: Read the words below to the class. Instruct the class to hold up the purple circle on their *Chatterbooks* if they hear *F* starting a word, and the yellow circle if they hear another letter. Words: *fish, fool, sun, fill.*

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 7. The children should now find and underline all the words in the poem that start with *F*. When all have finished, volunteers may underline the *F* words in the poem on the board, as the others check their work in their *Chatterbooks*. After words have been underlined and checked, distribute drawing paper, so children may illustrate the poem.

Check the contents of Mr. F's paper bags. Divide the class into small groups to evaluate and discuss pictures and objects they have brought from home. Children should decide whether the objects are suitable for Mr. F. Then each child should have an opportunity to discuss a favorite item he has brought from home.

HOMEWORK OR FOLLOW-UP: *Cut out words that begin with* **F** *and paste them in notebooks. Collect pictures of fish from magazines and paste them in notebooks.* (When the pictures are brought in, encourage children to describe their pictures of fish, using words starting with *F, e.g., fancy, fat, fierce, funny, father, fish, family of fish.*)

SUMMARY

Elicit the following generalization: Many words, such as *fish* and *foolish,* begin with Mr. F's sound as in *funny feet.*

ENRICHMENT

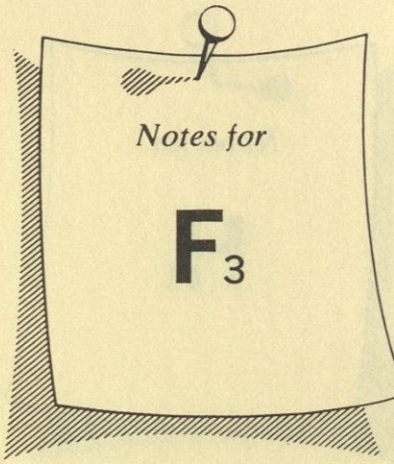
FAT FISH: Draw a picture of a fat fish with five fins.

FUNNY FEET: Draw a large outline of funny feet on chart paper or the blackboard. Give each child a chance to draw an object for Mr. F and identify it: "This is a picture of f____. It belongs to Mr. F because it starts like his funny feet."

FIND MR. F'S FUNNY FEET. Hide a cut-out of Mr. F's funny feet. Let children take turns looking for Mr. F's funny feet by saying, "May I look for Mr. F's funny feet with the word____?" If the child's word starts with the *F* sound, he is allowed to look for the feet in three places. The game continues until the feet are found. Feet may be hidden again and the procedure repeated.

A DAY FOR MR. F: Encourage children to decide for themselves what kind of day Mr. F would like. Suggestions: Feather Day (Children should make objects or pictures with feathers.), Fix-It Day (Children may bring and fix old toys.), Fingerpaint Day (Pictures for Mr. F.), Father's Day (Some fathers may be invited.), Family Day (Children may divide into families and role-play situations.).

A BOX FOR MR. F: A Feeling Box may be filled with all kind of textured objects for children to feel and examine. Included will be objects that are soft, rough, smooth, slippery, sticky, fluffy, furry, coarse, satiny, and silky. Children should be encouraged to contribute unusual objects: chalk, shell, gum, eraser, velour, rock, fur, feather, cotton, velvet, sandpaper, wood, spring, braid of hair, seeds, tack, brush, silk, coffee grains, dried corn, steel wool, sponge, soap, soap flakes, gelatin, cellophane, wax paper. A Fingerprint Box may contain fingerprints of family and friends that have been collected and labeled by the children.



OBJECTIVES

General

- Checking all skills related to the letter *F*.

Specific

- Make sure of Mr. F.

MATERIALS

Duplicating Master 3.

MOTIVATION

Before we meet the next Letter Person, let's make sure we know all about Mr. F.

DEVELOPMENT

Tell children that the paper they are about to receive has many different questions on it to make sure that they all know Mr. F well. The following skills are included in the test:

1. Associating the Letter Person with his characteristics.
2. Associating the letter with pictures of objects that begin with its sound.
3. Recognition of the letter in isolation.
4. Recognition of the letter in words.
5. Discriminating between initial letters in words.
6. Writing the letter (big and little).
7. Auditory recognition of the letter sound in words.

Be sure the children can identify all illustrations. Instructions for each exercise are as follows:

1. Draw a line under Mr. F's special feature.
2. Draw a line under the pictures of things that start with Mr. F's sound.
3. Look at the letter *F* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *F*.
5. Write an *F* in front of all the words that begin with *F*. Write an *M* in front of all the words that begin with *M*. Write a *T* in front of all the words that begin with *T*.
6. Write three big *F's*. Write three little *f's*.
7. Listen to the words. If the word starts with the sound for *F*, put a check over the *F* in the first box (the box nearest the window, board, etc.). If the word does not begin with *F*, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (left to right). Words: (1) *fall,* (2) *mumps,* (3) *fun,* (4) *fish,* (5) *tall.*

As children work, move around the room to be sure they understand instructions. Be sure children have enough time to finish each section before going on to the next. When papers have been corrected (preferably the next day), they should be returned to the children for review. It is best to mark papers in crayon, checking those answers that are correct. Where there is a wrong answer, the right one should be circled. If it is apparent that a child needs help in a specific skill, adapt the lesson to his individual needs.

SUMMARY

We know all about Mr. F. We know his characteristic, funny feet. We can write his name two ways and can recognize his sound at the beginning of words.

Notes for

H_1

OBJECTIVES

General

- Introduction of the Letter Person H and his characteristic, *horrible hair.*
- Association of H's horrible hair with objects that start with the sound for *H.*
- Introduction of written symbols for the letter *H.*

Specific

- Meet Mr. H and his *horrible hair.*
- Find objects for Mr. H that start with the *H* sound.
- Write big *H* and little *h.*

INCIDENTAL LEARNING: Care of hair.

MATERIALS

Letter Meeting Greeting Packet *H*, replica of Mr. H, Alphabet Sheets, *Chatterbook* page 8A, crayons.

MOTIVATION

What would you look like if you never had a haircut? Today we are going to meet a Letter Person who never had a haircut. He has hair growing every which way, and he can never keep it neat.

DEVELOPMENT

Let children recall how they felt about their first haircuts. They may speculate about how long their hair would be if they never had it cut.

Distribute Mr. H's Letter Meeting Greeting Cards, and discuss Mr. H and his horrible hair. *How do you think he combs his hair? What are some problems he might have in running, swimming, putting on a hat, etc.?*

Display Mr. H replica and read the verse:

Mr. H has horrible hair.
Haircuts are too much for him to bear.
His hair is horrid and always a mess;
But he is quite happy that way, I guess.

Children may repeat the lines with you.

Children may now compare the replica with their cards. Discuss the missing letter, following procedure on *Guide* p. xiii.

CHATTERBOOK page 8A. *Look at the pictures. Name the things you see:* (1) hole, (2) house, (3) mouse, (4) hand, (5) heart, (6) hat, (7) feet, (8) horse. *Check those things that start with the same sound as Mr. H. Then, color the pictures you have checked.* When all children have finished, volunteers may take turns naming the items that have been colored. Children may suggest other things that start with Mr. H's sound (ham, hold, hill). Check work, and place an *H* on top of the page if the work is all correct. (*Guide* p. xiv.)

QUICK CHECK: *What special feature does Mr. H have?* (horrible hair) *From where does he get his sound?* (horrible hair) *Name something that begins with Mr. H's sound.* (hole, head, etc.)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *H,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Fill a paper bag for Mr. H with objects or pictures of objects that begin with Mr. H's sound. Decorate the bag with a drawing of Mr. H. Write more H's.*

SUMMARY

Elicit the following conclusions: Mr. H has horrible hair. Mr. H gets his sound from *horrible hair.* Many words start with the *H* sound. We can write big *H* and little *h.*

ENRICHMENT

ART: Draw pictures of Mr. H, giving him different kinds of funny haircuts.

Notes for

H2

OBJECTIVES

General

- Auditory recognition of the initial *H* sound in words.
- Recognition of the letter *H* in the initial position in words.

Specific

- Listen for words starting with the sound for *H* in the poem "The Horrible Haircut."
- Underline all words in the poem that begin with *H*.

INCIDENTAL LEARNING: *Science*. Hair, like fingernails, has no nerves, and so doesn't hurt when cut.

MATERIALS

Replica of Mr. H, *Chatterbook* pages 8B and 9, poem "The Horrible Haircut" written on board, crayons, drawing paper.

MOTIVATION

Display replica of Mr. H, and write several *H*'s in broken lines.

DEVELOPMENT

Children may connect the lines of the letter if they say a word that begins with *H*.

CHATTERBOOK page 8B. Discuss the letters in broken lines on the *horrible hair* characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *H*. If it does, they connect the broken lines of the letter *H*. If the word does not begin with *H*, they put an *X* over the box. Use the following words: (1) *hair*, (2) *hoop*, (3) *fan*, (4) *horse*, (5) *mountain*, (6) *horn*, (7) *hammer*, (8) *hat*. (Complete procedure is on *Guide* p. xiv.)

Recall the previous discussion of first haircuts. *How did you feel? Did you ever go for a haircut with your little brother or sister? How did they feel? Why do you suppose many little children are so afraid of getting a haircut? Mr. H has never grown up. He is afraid to get a haircut. Let's listen to how Mr. H feels about haircuts.* Read the poem.

THE HORRIBLE HAIRCUT

My heart is heavy at each report
That I have to have my hair cut short.
How happy I'd be if mother would stop
Taking me to the barber's shop.
Though the barber says, "I won't hurt you,"
Cuts always hurt; I know they do!
He won't touch me; he wouldn't dare!
No hateful haircuts for Horrible Hair.

Reread the poem, asking children to listen for words beginning with the sound for *H*. Every time they hear a word that begins with the *H* sound, they may pull their hair (gently!).

QUICK CHECK: Say three or four words *(have, top, ham),* one at a time, asking the class to hold up the purple circle of their *Chatterbooks* if they hear the *H* sound, and the yellow circle if they hear a different sound.

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 9. *Underline all words in the poem beginning with the letter* ***H.*** Check by having volunteers underline words in the poem that are written on the board. After words have been underlined and checked, children may illustrate the poem on drawing paper.

HOMEWORK OR FOLLOW-UP: *Find words that begin with the letter* ***H****, and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: Many words, such as *heavy* and *hair,* have Mr. H's sound. Many words start with the letter *H.*

ENRICHMENT

SUGGESTED READING: *Moptop,* from D.C. Heath's Caravan series; *Rapunzel,* from Grimms' Fairy Tales.

Notes for

H3

OBJECTIVES

General

- Discrimination among initial sounds for *M, F, T* and *H*.
- Discrimination among written letters *M, F, T* and *H*.
- Testing and evaluating all skills related to the letter *H*.

Specific

- Work with all four letters learned thus far.
- Make sure of Mr. H.

MATERIALS

Replicas of *M, F, T* and *H*, cellophane tape, drawing paper folded into 16 sections, crayons, Duplicating Master 4.

MOTIVATION

Adhere replicas of *M, F, T* and *H* to board.

DEVELOPMENT

Review writing *M, m, F, f, T, t, H, h*. Volunteers may write capital and small letters under appropriate Letter Persons on the board. Distribute drawing paper folded into 16 sections. When questions are completed, each section of the paper will have one letter written on it. For each of the following phrases, instruct children to write the letter that stands for the initial sound of the words. They will fill the boxes, going from left to right.

First line. (1) Mighty Muscle Man, (2) Two Tasty Tomatoes, (3) Four Fine Fiddles, (4) Healthy, Happy Hearts.

Second line. Dictate letters by name: *F, H, M* and *T*. Children write capital letters.

Third line. Dictate letters by name: *T, H, F* and *M*. Children write small letters.

Fourth line. Dictate one characteristic at a time, asking children to write the corresponding letter: (1) Funny Feet, (2) Munching Mouth, (3) Horrible Hair, (4) Tall Teeth.

Correct papers with the class. Discuss reasons for errors.

HOMEWORK OR FOLLOW-UP: *Write several rows of* M, m, F, f, T, t, H, h *in notebooks.*

SUMMARY

Elicit the following conclusion: The letters *M, F, T* and *H* have different sounds and look different.

ENRICHMENT

GROW HORRIBLE HAIR PLANTS: Materials: Empty frozen juice can for each child, enough soil to fill each container, grass seeds, drawing paper, crayons. Each child may draw Mr. H's face on paper and cover a juice can. Fill cans with soil and plant grass seed. Place cans in sunlight. Children should water their "Hair Plants" as needed.

Explain that when the grass grows, it will look like Mr. H's hair. Discuss the need for good care of the seeds, so the grass will "grow and grow" just like Mr. H's hair. Children may conclude that when grass "grows and grows" cutting is needed.

POEM:

HUG ME, HUG ME

Hug me, hug me, hug me tight,
When I'm frightened by the night.

Hug me, hug me. Keep me near,
When my heart is full of fear.

Hug me, hug me so I'll see
How much you really do love me.

Hug me, hug me all day long,
When things go right, when things go wrong.

Suggested Questions: *How does a hug make you feel? Why do you like to be hugged? Are all hugs the same? Hug the person nearest you. How did you feel? When does the child in the poem want to be hugged? When do you especially like to be hugged? What can a hug say for you without the use of words?* (*e.g.,* I'm sorry. I like you. Let's be friends.) Reread the poem and let children hug a neighbor every time the poem asks them to "hug."

HANGER HOBBY DAY FOR MR. H:

Hip, hip, horray,
Today is H's Hanger Day.

Children bend wire clothes hangers into free-form shapes. (It is suggested that raw ends first be taped thoroughly.) Vari colored and vari-textured materials may be painted, pasted and hung at different levels. Finished mobiles may be hung at windows or across the room on a clothesline.

A BOX FOR MR. H: Suggestions: Hair Box, Hat Box, Hole Box.

TEST

Let's make sure of Mr. H. Use Duplicating Master 4. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. H's special feature.
2. Draw a line under the pictures of things that start with Mr. H's sound.
3. Look for the letter *H* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *H*.
5. Write *H* in front of all the words that begin with *H*.
   Write *T* in front of all the words that begin with *T*.
   Write *F* in front of all the words that begin with *F*.
6. Write three big *H*'s.
   Write three little *h*'s.
7. Listen to the words. If the word starts with the sound for *H* put a check over the *H* in the first box (the box nearest the window, board, etc.). If the word does not begin with *H,* check the empty side of the box. Words: (1) *hip,* (2) *heart,* (3) *fill,* (4) *hut,* (5) *ball.*

Notes for

N1

OBJECTIVES

General

- Introduction of the Letter Person N and his characteristic, *noisy nose*.
- Association of *N*'s noisy nose with objects that start with the sound for *N*.
- Introduction of written symbols for the letter *N*.

Specific

- Meet Mr. N and his *noisy nose*.
- Select objects that start with the *N* sound.
- Write big *N* and little *n*.

NOTE: The *N* and *M* are often confused in appearance as well as in sound.

MATERIALS

Noise-makers of all kinds (Pictures will do.), Letter Meeting Greeting Packet *N*, replica of Mr. N, Alphabet Sheets, *Chatterbook* page 10A, crayons.

MOTIVATION

On the desk are all kinds of noise-making objects (or pictures of same) such as a drum, trumpet, whistle, maraca and noise-maker.

DEVELOPMENT

Have children identify objects (or pictures of objects). Let them discover what these objects have in common. (They all make noise.) Tell the class that they are about to meet a Letter Person who has something unusual that makes noise. Then distribute *N* Greeting Cards and discuss Mr. N, noting that he has a noisy nose. *What kind of noise do you think his nose makes? What are some problems he would face with that nose?* (snoring, having a cold, smelling)

Display Mr. N replica and read the verse:

N's nose is a nose that is had by no others;
Not even his nieces or nephews or brothers.
He has nifty fingers and very nice toes,
But he has a noise instead of a nose.

Children may repeat the lines with you.

The children now compare the large replica of Mr. N with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 10A. Discuss the pictures. *Name the things you see:* (1) nest, (2) needle, (3) neck, (4) necklace, (5) nail, (6) feet, (7) teeth, (8) nose. *Which things start with the same sounds as Mr. N's noisy nose? Check those objects that start with the same sound as Mr. N. Then color the pictures you have checked.* When all children have finished, volunteers may take turns naming the items they have checked. Children may suggest other words that start with Mr. N's sound. *(number, notebook, nightgown)* Check the work and place an *N* on top of the page if the work is all correct. (*Guide* p. xiv.)

QUICK CHECK: *What special feature does Mr. N have?* (noisy nose) *From where does he get his sound?* (noisy nose) *Name other things or words that begin with Mr. N's sound.* (nest, nut, etc.)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *N*, following the procedure on *Guide* p. xiii.

Discuss some objects that might be right for Mr. N's bag, which is to be filled for next time.

HOMEWORK OR FOLLOW-UP: *Find pictures of all kinds of noses. Paste in notebooks. Fill a bag for Mr. N. Find pictures and objects whose names start with* **N** *to put in Mr. N's bag. Find pictures of things that make noise.*

SUMMARY

Elicit the following conclusions: Mr. N has a noisy nose. Mr. N gets his sound from "noisy nose." Many words start with the *N* sound. Big *N* and little *n* can be written.

Notes for

N2

OBJECTIVES

General

- Auditory recognition of the initial *N* sound in words.
- Visual recognition of the letter *N* in words.
- Testing and evaluating all skills related to the letter *N*.

Specific

- Display contents of paper bags and decide which objects are suitable for Mr. N's bag.
- Listen for words that start with the *N* sound.
- Underline words that begin with *N*.
- Make sure of Mr. N.

MATERIALS

Replica of Mr. N, *Chatterbook* pages 10B and 11, chart paper, crayons, drawing paper, Duplicating Master 5.

MOTIVATION

Children form small groups to show and share contents of Mr. N's bags. Mr. N replica is displayed.

DEVELOPMENT

In small groups, children discuss pictures and objects they have brought from home, and decide whether or not they begin with the *N* sound and are suitable for Mr. N's bag. Each child may display and discuss his favorite item.

Draw an outline of a large nose on chart paper or the board. Every child should have a chance to draw an object for Mr. N's noisy nose. He then identifies his picture and says, "This is a picture of a n_____ . It belongs to Mr. N, because it starts like his *noisy nose.*"

CHATTERBOOK page 10B. Discuss the letters in broken lines on the *noisy nose* characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *N*. If it does, they connect the broken lines of the letter *N*. If the word does not begin with *N*, they put an *X* over the box. Use the following words: (1) *night,* (2) *nut,* (3) *head,* (4) *nurse,* (5) *finger,* (6) *nail,* (7) *nervous,* (8) *mice.* (Complete procedure is on *Guide* p. xiv.)

QUICK CHECK: *How do we remember the N sound?* (noisy nose) *What are some words that start with the N sound?* (nail, nurse) Read a list of words and ask children to hold up the purple circle of their *Chatterbooks* if the word begins with *N,* and the yellow circle if it begins with some other letter. Suggested words: *near, nine, no, ten, net.*

Introduce the poem by telling children that the girl they are going to hear about does something strange before she goes to sleep at night. Read the poem.

NAUGHTY NETTIE

Normally when people can't sleep,
They count nice little nibbling sheep.
Now Naughty Nettie counts rows of noses;
But the number of noses she never discloses.
She only admits that the number is great,

And that it has neither a nine nor an eight.
Nothing and no one has named the right number
Of noses counted in Nettie's slumber.
But last night my nose was the last one in line;
It was nose nineteen hundred and seventy-nine!

Discuss the poem. *What is meant by "counting sheep?" Why would things we associate with the countryside soothe someone to sleep? What are other soothing things?* (music, water running)

CHATTERBOOK page 11. Instruct children to draw a nose around every word in the poem that starts with *N*. Check work. Work that is all correct may have a big *N* on the top of the page. After words have been underlined and checked, children may illustrate the poem on drawing paper.

HOMEWORK OR FOLLOW-UP: *Find words starting with N and paste in notebooks.*

SUMMARY

Elicit the following observations: The *N* sound is at the beginning of many words. *(e.g., noisy, nose* and *Nettie)* Some words that begin with the letter *N* are *number, night* and *nice.*

ENRICHMENT

A DAY FOR MR. N: Suggestions: Noodle Day (Noodles can be cooked.), Nutty Day (Silly things can be planned.)

A BOX FOR MR. N: Suggestions: Nail Box (different kinds of nails), Note Box (Children may send notes.), Noisy Box (bell, rattle, drum, etc.).

TEST

Let's make sure of Mr. N. Use Duplicating Master 5. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)

Instructions for the exercises are as follows:

1. Draw a line under Mr. N's special feature.
2. Draw a line under the pictures of things that start with Mr. N's sound.
3. Look for the letter *N* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *N*.
5. Write an *N* in front of all the words that begin with *N*.
   Write an *F* in front of all the words that begin with *F*.
   Write an *H* in front of all the words that begin with *H*.
6. Write three big *N*'s.
   Write three little *n*'s.
7. Listen to the words. If a word starts with the sound for *N*, put a check over the *N* in the first box (the box nearest the window, board, etc.). If the word does not begin with *N*, check the empty side of the box. Words: (1) *night,* (2) *met,* (3) *near,* (4) *leg,* (5) *nothing.*

Notes for

Review

OBJECTIVES

General

- Reviewing personified characteristics of the first five Letter People.

Specific

- Settle an argument between Mr. M, Mr. T, Mr. F, Mr. H and Mr. N.

NOTE: A little play-acting is required here.

INCIDENTAL LEARNING: Every person has good points as well as bad ones. We should try to improve the things we can change, and accept the things we can not. A person's character is more important than his appearance.

MATERIALS

Replicas of *M, T, F, H* and *N;* transparent bags.

MOTIVATION

M, T, F and H are adhered to the board in a cluster. Mr. N is standing a distance away. Tell the class that Mr. N is being naughty.

DEVELOPMENT

Hold up Mr. N and recite the following rhyme:

If I'm naughty, my noisy nose is to blame;
It makes me different instead of the same.
My noisy nose makes me look so strange,
That I'd do almost anything to change.
I can't be happy with a nose like mine;
Any other nose would be just fine.

Discuss Mr. N's complaint. *What is making Mr. N naughty? Why doesn't he like his noisy nose?* (It makes him different.)

Hold up Mr. F and have him say,

Mr. N, about your noisy nose I do agree.
A noisy nose is a problem, certainly;
But my funny feet, you must agree,
Are just as great a problem to me.

Hold up Mr. T and have him say,

Mr. N, about your noisy nose I do agree.
A noisy nose is a problem, certainly;
But my tall teeth, you must agree,
Are just as great a problem to me.

Hold up Mr. M and have him say,

Mr. N, about your noisy nose I do agree.
A noisy nose is a problem, certainly;
But a munching mouth, you must agree,
Is just as great a problem to me.

Hold up Mr. H and have him say,

Mr. N, about your noisy nose I do agree.
A noisy nose is a problem, certainly;
But horrible hair, you must agree,
Is just as great a problem to me.

Mr. F, Mr. T, Mr. M and Mr. H are having a meeting. They don't think Mr. N should be naughty just because he's different. They talk about his nose. Mr. M admires the lovely color it has, and the fine sound it makes. Mr. T tells him that N's noisy nose would be an advantage if he ever got lost because people could follow his noise and find him. Mr. F points out that Mr. N could be an instrument in an orchestra. Mr. H says that a noisy nose would frighten any cold away. All the letters agree that it is true that Mr. N would have trouble being quiet in the library or at the movies; but then, if he were very polite and kind and gentle to people, they would forgive him if he made some noise. After all, everyone has some problem that he has to overcome. Finally, all letters conclude:

Certain things about us we cannot change;
The way we're born we can't arrange.
Maybe someone else we'd rather be,
But that's impossible for you or me.
How we look on the outside is not the only thing;
How we feel inside is the most important thing.

HOMEWORK OR FOLLOW-UP: *Draw pictures of a munching mouth, tall teeth, funny feet, horrible hair and a noisy nose.*

SUMMARY

Elicit the following generalizations: Mr. M has a munching mouth; Mr. T has tall teeth; Mr. F has funny feet; Mr. H has horrible hair; and Mr. N has a noisy nose.

Notes for

B_1

OBJECTIVES

General

- Introduction of the Letter Person B and his characteristic, *beautiful buttons.*
- Association of *B*'s beautiful buttons with objects that start with the sound for *B.*
- Introduction of the written symbols for the letter *B.*

Specific

- Meet Mr. B and his *beautiful buttons.*
- Find pictures that start with the *B* sound.
- Write big *B* and little *b.*

MATERIALS

Shoe box filled with buttons, Letter Meeting Greeting Packet *B*, replica of Mr. B, Alphabet Sheets, *Chatterbook* page 12A, crayons.

MOTIVATION

Drop a shoe box filled with buttons.

DEVELOPMENT

Buttons, buttons, buttons! Different sizes! Different colors! Different shapes! While children help pick up buttons, discuss different shapes and colors buttons have. Children may draw different kinds of buttons on the board. *We've all seen buttons of every size and shape. Now we are going to meet someone who is covered with buttons.*

Distribute Mr. B's Letter Meeting Greeting Cards. Discuss the appearance of Mr. B and his body made of beautiful buttons. The children say *beautiful buttons* several times, so that they hear and say the initial *B* sound.

Display the replica of Mr. B and read the verse:

Beautiful buttons are all you see;
The brightest buttons are on Mr. B.
His buttons are better than any you'd buy
Because they're his body, his back and his eye.

Children may repeat the lines with you.

The children may now compare the large replica with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

QUICK CHECK: *What is the name of the Letter Person we met today?* (Mr. B) *What helps us remember his sound?* (beautiful buttons)

CHATTERBOOK page 12A. Discuss the illustrations: (1) baseball, (2) bell, (3) teeth, (4) bed, (5) bat, (6) bicycle, (7) hat, (8) bee. *Check the pictures of things that start with Mr. B's "beautiful button" sound. All say together—**beautiful buttons.*** Volunteers may identify the pictures, each in turn saying, "Mr. B has beautiful buttons. I hear Mr. B's sound in _____." After each *B* picture is checked, the children may color the checked pictures. (*Guide* p. xiv.)

WRITTEN PRACTICE: Demonstrate, and encourage children to practice writing big and little *B*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Find pictures of buttons and/or objects having buttons on them and paste in notebooks. Make a button box for Mr. B and bring different kinds of buttons for his box. Find pictures of objects that start with the* ***B*** *sound and paste in notebooks; then write a big and little* ***B*** *under each picture.*

SUMMARY

Elicit the following conclusions: Mr. B has beautiful buttons. The sound for *B* begins *beautiful buttons* and *bed* and *bicycle*. Big and little *B* can be written.

ENRICHMENT

Using colorful scraps of fabric, embroidery thread or wool, and large buttons, the children may learn to sew buttons.

Notes for

B2

OBJECTIVES

General

- Auditory recognition of the initial *B* sound in words.
- Visual recognition of capital and small *B* in words.

Specific

- Button a button every time *B's* sound is heard in the poem.
- Circle words starting with big and little *B* in the poem.

MATERIALS

Replica of Mr. B, cellophane tape, *Chatterbook* pages 12B and 13, crayons, drawing paper.

MOTIVATION

Several *B*'s in broken lines are on the board. Replica of Mr. B is taped to the board.

DEVELOPMENT

Volunteers may connect the broken lines of a letter if they say a word beginning with *B*.

CHATTERBOOK page 12B. Discuss the letters in broken lines on the "beautiful button" characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen and decide whether or not the word begins with *B*. If it does, they connect the broken lines of the letter *B*. If the word does not begin with *B*, they put an *X* over the box. Use the following words: (1) *bounce,* (2) *bubble*, (3) *boy*, (4) *dig*, (5) *but*, (6) *beautiful*, (7) *fish*, (8) *baby*. (Complete procedure is on *Guide* p. xiv.)

Read the poem "Bouncing Bertha."

BOUNCING BERTHA

Bouncing Bertha is a beautiful bubble
Who never gets into any trouble.
She plays with the bumblebees in the spring,
And bounces along when baby birds sing.
Every beetle, bug and butterfly
Calls to Bertha as she bounces by.
She bounces with bullfrogs on the bay
And bumps into bushes on her way.
She's a buddy to all she meets in her path,
But Bertha is bashful in a bubble bath.

Discuss the poem. *Who are some of Bertha's friends? What happens to a real bubble when it bumps into something?* (It bursts.) *When is Bertha bashful?* Dramatization should be encouraged.

Reread the poem. Tell children that they may button a button every time they hear Mr. B's sound in the poem as you read it to them. *What helps us remember Mr. B's sound?* (beautiful buttons) *Are you ready to button? Take one practice button.*

QUICK CHECK: *What does Mr. B have?* (beautiful buttons) *How do we remember the B sound?* (from "beautiful buttons") *What are some words that have the B*

sound? (bounce, Bertha, bubble) Say the following words, one at a time: *bun, batter, door, bus.* Let children hold up the purple circle on their *Chatterbooks* if they hear the *B* sound starting the word, and the yellow circle if they hear another sound.

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 13. Children look at the poem and find all the words that start with the letter *B*. A button (circle) is drawn around each word that starts with *B*. Check work by writing the eight lines on the board and underlining the *B* words. Children may illustrate the poem on drawing paper.

HOMEWORK OR FOLLOW-UP: *Fill a bag for Mr. B with pictures or objects that start with the B sound.*

SUMMARY

Elicit the following conclusions: Many words in the poem "Bouncing Bertha" start with the *B* sound. Some words have big *B* and some have little *b*.

ENRICHMENT

BUTTON FACE: The outline of a face may be drawn on cloth, and button eyes, mouth and nose may be sewn on. The rest of the face outline may be stitched with embroidery thread.

Notes for

B3

OBJECTIVES

General

- Oral and aural discrimination among initial consonants in words.
- Testing and evaluating all skills relating to the letter *B*.

Specific

- Evaluate the contents of Mr. B's bag.
- Say words beginning with the *B* sound.
- Make sure of Mr. B.

MATERIALS

Chart paper, crayons, Duplicating Master 6.

MOTIVATION

Children form small groups to share the contents of Mr. B's paper bags.

DEVELOPMENT

Children may discuss pictures and objects that they have brought from home, and decide whether or not objects are suitable for Mr. B, giving reasons for their decisions. Each child may show and discuss his favorite item. Draw a large outline of a button on chart paper or on the blackboard. Each child should be given a chance to draw an object for Mr. B's button. After he has drawn it, the child identifies his picture and says, "This is a picture of a b_____. It belongs to Mr. B because it starts like his beautiful buttons."

QUICK CHECK: *How do we remember the sound for B?* (We think of beautiful buttons.) *What are some things that can go into B's bag?* (butter, boxes)

For additional practice read the poem "Babies" to the class.

BABIES

Mother said there would be something new;
I watched her as her belly grew.
And then one day a baby came,
And things have never been the same.
All baby does is sleep and cry,
But it doesn't bother to say why.
Now, a baby crying is no fun;
It can't yet play or bike or run.
He wants his bottle and sleeps in his bed.
He has to be bathed and has to be fed.
But today, in his bath, baby smiled at me
And he held up his boat for me to see.
Maybe being a baby isn't so bad,
But I'm big now, and I am glad.

In discussing the poem, let each child feel free to express his ideas and emotions. He should feel comfortable even in expressing hostility toward younger sisters or brothers.

Why did Mother's belly grow? What does a new-born baby do most of the time? What would the child in the story like the baby to do? What did the baby do that pleased the child in the poem? Why do you think the child is glad that he is no

longer a baby? What are the advantages of being a big boy or girl? What are the advantages of being a baby?

Reread "Babies." Every time a word starts with the *B* sound, children may do something a baby does. Emphasize the initial sound of all words that start with *B*. Pause long enough for children to "be a baby."

HOMEWORK OR FOLLOW-UP: *Find words that begin with B and paste them in notebooks. Illustrate the poem "Babies."*

SUMMARY

Elicit the following conclusions: Many words start with the sound for *B*. Many words in the poem "Babies" begin with the letter *B*.

ENRICHMENT

DISCUSSION TOPICS: The Button Who Hated Thread, The Button Without a Button Hole, The Button Who Was Afraid of a Needle.

DRAMA: Using puppets to represent members of the family, give a child the chance to "be" a new baby. Making believe he is someone else gives a child a chance to really be himself.

A BOX FOR MR. B: Encourage children to decide for themselves what kind of box would be best for Mr. B. Suggestions: Button Box, Bug Box, Baseball Box, Bead Box, Bandage Box.

A DAY FOR MR. B: The children may decide for themselves what kind of day would be best for Mr. B. Suggestions: Bubble Blowing Day, Button Day (adapted from Macaroni Day), Book Day (Books may be brought in.), Band Day (Children may play instruments.).

TEST

Let's make sure of Mr. B. Use Duplicating Master 6. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. B's special feature.
2. Draw a line under the pictures of things that start with Mr. B's sound.
3. Look for the letter *B* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *B*.
5. Write a *B* in front of all the words that begin with *B*.
   Write an *N* in front of all the words that begin with *N*.
   Write an *H* in front of all the words that begin with *H*.
6. Write three big *B*'s.
   Write three little *b*'s.
7. Listen to the words. If the word starts with the sound for *B*, put a check over the *B* in the first box (the box nearest the window, board, etc.). If the word does not begin with *B*, check the empty side of box. Words: (1) *bell,* (2) *but,* (3) *dill,* (4) *gold,* (5) *boat.*

Notes for

Z1

OBJECTIVES

General

- Introduction of the Letter Person Z and his characteristic, *zipping zippers.*
- Association of *Z*'s zipping zippers with objects that start with the sound for *Z.*
- Introduction of written symbols for the letter *Z.*

Specific

- Meet Mr. Z and his *zipping zippers.*
- Find pictures of things that start with the sound of zipping zippers.
- Write big *Z* and little *z.*

MATERIALS

Letter Meeting Greeting Packet *Z*, replica of Mr. Z, Alphabet Sheets, *Chatterbook* page 14, crayons.

MOTIVATION

Mr. B is very upset. A new letter, who thinks there is something much better than buttons, is coming.

DEVELOPMENT

Encourage children to discuss possibilities. *What could it be? What could be used instead of buttons?*

Distribute Letter Meeting Greeting Cards. Discuss the appearance of Mr. Z and his zipping zippers. Note the zipper going down the length of his body. Mr. Z's hand is zipping his zipper up and down.

Display the replica of Mr. Z and read the verse:

Mr. Z uses zipping zippers
To zip his coats and gloves and slippers.
Z won't have laces for his shoes;
A zipping zipper is all he will use.

Let children repeat the lines with you.
Children now compare the large replica of Mr. Z with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. Z) *What does Mr. Z always have?* (zipping zippers) *From where does Mr. Z get the* **Z** *sound?* (from his zipping zippers)

CHATTERBOOK page 14. Discuss Mr. Z's Zany Zippered Zoo and the animals with zippers where they don't belong. Tell children that each of the strange animals has a name that begins with Mr. Z's sound because of the zipper. Read the sentences below one at a time, and instruct the children to check the picture each describes. Discuss and check each child's work after every sentence. Elicit the names of the animals from the children.

Teacher's descriptive sentences:

1. *This is an animal that swings on trees, using his zippered tail.* (zonkey)
2. *This is an animal that has eight zippered legs.* (zoctopus)
3. *This is an animal that carries its young in its zippered pouch.* (zangaroo)

4. *This is an animal that barks and has zippered teeth.* (zog)
5. *This is an animal that says meow and has zippered whiskers.* (zat)
6. *This is an animal that carries his house on his zippered back.* (zurtle)
7. *This is an animal that stores nuts and has a bushy zippered tail.* (zwirrel)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate, and encourage children to practice writing big and little *Z,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Fill a bag for Mr. Z. Find pictures that have zippers. Draw pictures that have zippers. Draw more animals that belong in the Zany Zoo. Bring old zippers to class for the next lesson.*

SUMMARY

Elicit the following conclusions: Mr. Z has zipping zippers. From his characteristic, he gets the *Z* sound. We can write big *Z* and little *z*.

Notes for

Z2

OBJECTIVES

General

- Auditory recognition of the sound for *Z* in words.
- Visual recognition of the letter *Z* in words.
- Testing and evaluating skills related to *Z*.

Specific

- Listen to the sound for *Z* in the poem "Zevelyn Zurtle."
- Find words that begin with the letter *Z*.
- Make sure of Mr. Z.

MATERIALS

Old zippers, *Chatterbook* page 15, crayons, drawing paper, Duplicating Master 7.

MOTIVATION

If the children have brought in old zippers, they may zip them and listen to the zipping sound.

DEVELOPMENT

Recall some of the strange animals that were seen in Mr. Z's Zany Zoo. Describe some of the strange places in which zippers were found. Tell the class about an animal that has an even stranger place to find a zipper; then read the poem.

ZEVELYN ZURTLE

Hello, here I am; I'm Zevelyn Zurtle.
My shell has a zipper! I look like a turtle.
I zigzag along with the greatest of ease,
And can unzip my shell whenever I please.
But I look very strange, so I know what I'll do:
I'll ask the zoo-keeper for a place in the zoo.

Discuss Zevelyn Zurtle's affliction. *Is she better off having a zipper in her shell?* Reread "Zevelyn Zurtle." Using their zippers, children may "zip" Zevelyn's shell every time they hear a word starting with the *Z* sound.

CHATTERBOOK page 15A. Children underline all words that begin with *Z*, and then draw a picture of Zevelyn on a sheet of drawing paper.

QUICK CHECK: *How do we remember the* **Z** *sound?* (We think of zipping zippers.) *What are some words that begin with the* **Z** *sound?* (zoo, Zevelyn)

CHATTERBOOK page 15B. Discuss the letters in broken lines on the "zipping zipper" characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen and decide whether the word begins with *Z*. If it does, they connect the broken lines of the letter *Z*. If the word does not begin with *Z*, they put an *X* over the box. Use the following words: (1) *zoom*, (2) *zoo*, (3) *zipper*, (4) *zebra*, (5) *fox*, (6) *zero*, (7) *house*, (8) *zigzag*. (Complete procedure is on *Guide* p. xiv.)

HOMEWORK OR FOLLOW-UP: *Find words that begin with the letter* **Z** *and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: We heard words starting with the *Z* sound, such as *zoo* and *zip*. We found words starting with the letter *Z*.

ENRICHMENT

GUESSING GAME: Read the sentences below aloud, and let children guess objects' names.

1. *This is a zipper thing that foams and is used for washing.* (zoap)
2. *This zipper thing is used to write with.* (zen or zencil)
3. *This is a place to live with zippers instead of windows.* (zouse)
4. *This is a yellow ball in the sky with zippers instead of rays.* (zun)

A BOX FOR MR. Z: Help children to decide what kind of box would be good for Mr. Z. Suggestions: Zany Box, Zipper Box, Zoo Box.

A DAY FOR MR. Z: Encourage children to decide for themselves what kind of day would be good for Mr. Z. Suggestion: Zany Day.

TEST

Let's make sure of Mr. Z. Use Duplicating Master 7. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. Z's special feature.
2. Draw a line under the pictures of things that start with Mr. Z's sound.
3. Look for the letter *Z* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *Z*.
5. Write a *Z* in front of all the words that begin with *Z*.
   Write a *B* in front of all the words that begin with *B*.
   Write an *N* in front of all the words that begin with *N*.
6. Write three big *Z's*.
   Write three little *z's*.
7. Listen to the words. If the word starts with the sound for *Z*, put a check over the *Z* in the first box (the box nearest the window, board, etc.). If the word does not begin with *B*, check the empty side of the box. Words: (1) *zip*, (2) *sell*, (3) *zoo*, (4) *veil*, (5) *zone*.

Notes for

P1

OBJECTIVES

General

- Introduction of the Letter Person P and his characteristic, *pointy patches.*
- Association of Mr. P's pointy patches with objects that start with the sound for *P.*
- Introduction of written symbols for *P.*

Specific

- Meet Mr. P and his *pointy patches.*
- Find pictures of objects that start with the sound of Mr. P's pointy patches.
- Write big *P* and little *p.*

MATERIALS

Letter Meeting Greeting Packet *P*, replica of Mr. P, Alphabet Sheets, *Chatterbook* page 16, crayons.

MOTIVATION

Mr. B has buttons on his clothes, Mr. Z has zippers on his clothes, and the new Letter Person has something else all over his clothes.

DEVELOPMENT

Discuss the statement above. *Today we will meet the person who thinks that he has something more interesting than buttons or zippers.*

Distribute Mr. P's Letter Meeting Greeting Cards, and discuss his appearance, noting all the different colored patches. Discuss the shapes, stitches, etc. Elicit the observation that the patches are all pointy. Display the replica of Mr. P and read the verse:

Pointy patches are all we see
When we peek at Mr. P.
His patches of blue and patches of yellow
Make Mr. P a pointy-patch fellow.

Reread the verse and let the children repeat the lines with you.

The children now compare the large replica of Mr. P with the replica on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 16A. Discuss the pictures: (1) pig, (2) pen, (3) piano, (4) pear, (5) dog, (6) puppet, (7) telephone, (8) pipe. Decide which names start with the *P* sound. The children may check all the things that start with the same sound as Mr. P's pointy patches. They may then color the marked pictures. Check work. (*Guide* p. xiv.)

QUICK CHECK: *Whom did we meet today?* (Mr. P) *From what does he get his sound?* (pointy patches) *What are some objects that begin with the sound for P?* (puppet, pets)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Allow children to practice writing big and little *P*, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 16B. Discuss the letters in broken lines on the "pointy patches" characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen and decide whether or not the word begins with *P*. If it does, they connect the broken lines of the letter *P*. If the word does not begin with *P*, they put an *X* over the box. Use the following words: (1) *paste,* (2) *pink,* (3) *pool,* (4) *fix,* (5) *pill,* (6) *mouth,* (7) *pumpkin,* (8) *pinch.* (Complete procedure is on *Guide* p. xiv.)

HOMEWORK OR FOLLOW-UP: Have children take home paper bags to be filled with pictures or objects whose names start with the sound for *P* (pin, pencil, package). *Practice writing big and small* ***P*** *in notebooks. Find pictures of things that have patches. Make pictures of things that could have pointy patches.*

SUMMARY

Elicit the following generalizations: Mr. P has pointy patches. From his characteristic, we get his sound. Mr. P's sound is in such words as *puppet* and *pipe*. There is a big *P* and a little *p*.

Notes for

P2

OBJECTIVES

General

- Discrimination between initial consonant sounds.
- Auditory recognition of the initial *P* sound in words.
- Visual recognition of the letter *P* in words.
- Testing and evaluating all skills related to the letter *P*.

Specific

- Decide whether the contents of Mr. P's paper bag are right for him.
- Draw pictures of objects whose names start with the sound for *P*.
- Make pancakes and pat them every time a word begins with *P*.
- Make sure of Mr. P.

MATERIALS

Replica of Mr. P, clay (non-hardening variety), *Chatterbook* page 17, crayons, drawing paper, Duplicating Master 8.

MOTIVATION

Divide the class into three or four committees.

DEVELOPMENT

The children divide into small groups and discuss pictures and objects brought from home, deciding if the objects are suitable for Mr. P's bag.

Each child may show and discuss his favorite item. Draw a large outline of a pointy patch on chart paper or the blackboard. Volunteers may draw an object for Mr. P's pointy patch. In each instance, the child identifies his picture and says, "This is a picture of a p_____. It belongs to Mr. P's pointy patch because it starts like his pointy patches."

Distribute enough clay so that each child can make a small pancake. Practice patting the pancake. Read "Pancake Palace" and let the children pat the pancakes every time a word beginning with *P* is heard.

PANCAKE PALACE

At the Pancake Palace in Picnic Park,
People buy pancakes until it gets dark.
There are packaged pancakes and pancake pie
Made of puffy pink pastry that pleases the eye.
You have poppy seed pancakes or pancake pickle;
Pay a penny for one, or pick five for a nickel.
The Pancake Palace is a perfect place
For a pancake party or a pancake race.

CHATTERBOOK page 17. Instruct the children to draw a pancake around every word that starts with the letter *P*. When all have finished, check the work, line by line, with the children. Using their crayons, children may illustrate the poem on drawing paper.

Play "Put a Petal." Draw a circle on the board (representing the center of a flower). Explain that the flower doesn't have any petals. Volunteers may draw (put) a petal on the flower by saying a word that starts with the *P* sound. En-

courage the refrain, "I can put a petal on the flower. My word is p____. It starts with the *P* sound you hear in *pointy patches.*" After enough petals have been put on the flower, play "Pick a Petal." Procedure is the same in reverse. Instead of adding a petal, children erase one each time they say a word that starts with the *P* sound.

HOMEWORK OR FOLLOW-UP: *Find pictures of objects in magazines whose names begin with the sound for* **P**. *Paste them in your notebook. Write the letter* **P** *under each picture. Find words that start with the letter* **P** *and paste them in your notebook.*

SUMMARY

Elicit the following conclusions: The sound for *P* is heard in many words (such as *petal, put, pick* and *pickle*). We can write big and little *P*.

ENRICHMENT

TELLING STORIES: Suggested titles: The Worn-Out Pancake With Pointy Patches, The Pancake That Flipped Up and Wouldn't Come Down, The Pancake That Learned to Swim in Syrup.

A BOX FOR MR. P: Help the children decide what kind of box would be good for Mr. P. Suggestions: Picture Box, Puzzle Box, Penny Box, Pencil Box.

A DAY FOR MR. P: Suggestions: People Day (Use pictures of people or make miniature people from pipe cleaners, potatoes, peanuts or popcorn.), Penny-Pitching Day, Parents' Day, Parade Day, Pancake Day.

TEST

Let's make sure of Mr. P. Use Duplicating Master 8. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)
Instructions for each exercise are as follows:

1. Draw a line under Mr. P's special feature.
2. Draw a line under the pictures of things that start with Mr. P's sound.
3. Look for the letter *P* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *P*.
5. Write a *P* in front of all the words that begin with *P*.
   Write a *Z* in front of all the words that begin with *Z*.
   Write a *B* in front of all the words that begin with *B*.
6. Write three big *P's*.
   Write three little *p's*.
7. Listen to the words. If the word starts with the sound for *P*, put a check over the *P* in the first box (the box nearest the window, board, etc.). If the word does not begin with *P*, check the empty side of the box. Words: (1) *pet*, (2) *pick*, (3) *top*, (4) *pole*, (5) *boy*.

Notes for

S1

OBJECTIVES

General

- Introduction of the Letter Person S and his characteristic, *super socks.*
- Association of S's "super socks" sound with objects that start with the sound for *S.*
- Introduction of written symbols for the letter *S.*

Specific

- Meet Mr. S and his *super socks.*
- Find pictures of objects that start with the same sound as super socks.
- Write big *S* and little *s.*

MATERIALS

Letter Meeting Greeting Packet *S*, replica of Mr. S, cellophane tape, Alphabet Sheets, *Chatterbook* page 18A, crayons.

MOTIVATION

Adhere all kinds of socks to the blackboard.

DEVELOPMENT

Socks, socks, socks. Different colors! Different sizes! Different shapes! What are some different kinds of socks? (woolen socks, cotton socks, special socks for sports, knee socks) Volunteers may draw socks on the blackboard.

We've seen socks of every size and shape; but now we're going to meet someone who has socks that are sensational. Distribute *S* Letter Meeting Greeting Cards.

Display the replica of Mr. S and read the verse:

Mr. S has super socks;
He keeps them in a secret box.
Super socks need special care,
But super socks are great to wear.

The children may now compare the large replica of Mr. S with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

QUICK CHECK: *What is the name of the Letter Person we met? What does Mr. S always have?* (super socks) *From where does Mr. S get his sound? What are some words that begin with the S sound?*

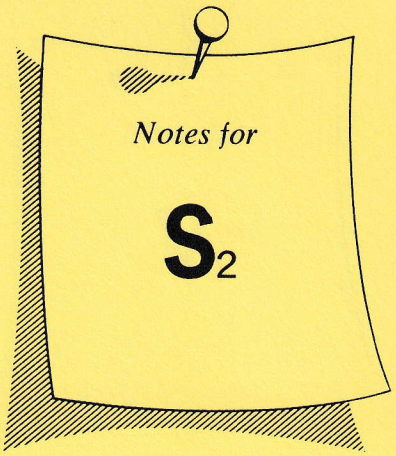
CHATTERBOOK page 18A. Discuss pictures on the page: (1) sink, (2) sun, (3) sailor, (4) house, (5) socks, (6) scissors, (7) tree, (8) soda. Children may take turns identifying the pictures, saying: "Mr. S has super socks. I hear the sound for Mr. S in s_____." When all correct pictures have been chosen, children may check and color them. Put an *S* on work that is all correct. (*Guide* p. xiv.)

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *S,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Find pictures of socks or draw different socks. Paste them in notebooks and write S under each. Fill a bag for Mr. S.*

SUMMARY

Elicit the following conclusions: Mr. S has super socks. From this characteristic he gets his sound. Big *S* and little *s* can be written.



OBJECTIVES

General

- Auditory recognition of the initial sound for *S* in words.
- Visual recognition of capital and small *S* in words.
- Testing and evaluating all skills related to the letter *S*.

Specific

- Whisper the word "secrets" every time a word begins with the *S* sound.
- Circle words starting with *S*.
- Make sure of Mr. S.

NOTE: The sounds for *S* and *F* are often confused. It is important that children discriminate between them.

MATERIALS

Replica of Mr. S, *Chatterbook* pages 18B and 19, crayons, drawing paper, Duplicating Master 9.

MOTIVATION

Sit in a chair with eyes closed. Replica of Mr. S is displayed.

DEVELOPMENT

Play "My Secret Place." With eyes closed, say, *"Oh my, the water is fine. It's fun to swim here! What is my secret place? Where have I been?"* (swimming pool) The child who guesses the secret gets a turn to sit in the secret chair, close his eyes, and describe his secret place. Each time a correct guess is made, someone else gets a turn. You might start by giving children one or two "secrets." Suggestions: (1) I am on a swing. There are trees and bushes here. Where is my secret place? (2) There are strange creatures here. I am far away from planet earth. Where is my secret place?

Read the poem "Secret Places." (Stress the initial sound of words starting with *S*.)

SECRET PLACES

Some days I like to sit and dream
Of silly places I've never seen.
I simply sit in my secret chair
And sail or soar most anywhere.
I sometimes see such pretty sights
Like summer scenes and silver lights.
My secret is sometimes on the sea
Where sailors are singing merrily.
I save my secrets for when I return,
So I will remember all that I learn.

What are some of the secret places described? How does the poet get to his secret places? How could you visit the same secret places? Reread the poem. Every time a word starts with the *S* sound, children may whisper the word "secret." Remind children once again that the sound for *S* is heard in "super socks."

CHATTERBOOK page 18B. Discuss the letters in broken lines on the *super socks* characteristic. Starting at the top left corner and going to the right, dictate one

word for each box. Children listen and decide whether or not the word begins with *S*. If it does, they connect the broken lines of the letter *S*. If the word does not begin with *S*, they put an *X* over the box. Use the following words: (1) *sit*, (2) *secret*, (3) *fit*, (4) *soup*, (5) *song*, (6) *fail*, (7) *sail*, (8) *sip*. (Complete procedure is on *Guide* p. xiv.)

QUICK CHECK: *How do we remember the S sound?* (super socks) *What are some words that start with the S sound?* (secret, soup, soap)

CHATTERBOOK page 19. Ask children to find all the words in the poem that start with *S*. Every time they find *S* starting a word, they may draw a sock around the word. Check their work line by line. Using crayons, children may illustrate the poem on drawing paper.

HOMEWORK OR FOLLOW-UP: *Find pictures of things starting with the S sound and paste them in notebooks. Fill a bag for Mr. S. Decorate the bag with a picture of Mr. S's socks.*

SUMMARY

Elicit the following conclusions: The sound for *S* begins words like *stand, sit, sail, secret* and *super socks*. Capital *S* and small *s* look alike.

ENRICHMENT

A BOX FOR MR. S: What kind of box would satisfy Mr. S? Suggestions: Sign Box (school signs, traffic signs, bus station signs, subway signs, signs in library, movies, museum, zoo); Signature Box.

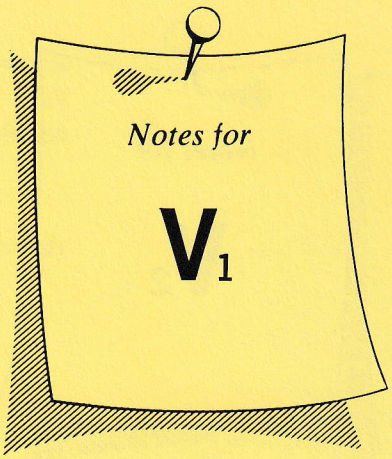
A DAY FOR MR. S: What kind of day would satisfy Mr. S? Suggestions: Correlate the Sign Box with Sign Day, Signature Box with Signature Day (children can collect signatures of friends, teachers, etc.); Silly Day, Sad Day.

TEST

Let's make sure of Mr. S. Use Duplicating Master 9. For complete analysis of this test, see *Guide* p. 21. (Be sure children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. S's special feature.
2. Draw a line under the pictures of things that start with Mr. S's sound.
3. Look for the letter *S* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *S*.
5. Write an *S* in front of all the words that begin with *S*.
   Write a *P* in front of all the words that begin with *P*.
   Write a *Z* in front of all the words that begin with *Z*.
6. Write three big *S*'s.
   Write three little *s*'s.
7. Listen to the words. If a word starts with the sound for *S*, put a check over the *S* in the first box (the box nearest the window, board, etc.). If the word does not begin with *S*, check the empty side of the box. Words: (1) *sip*, (2) *feel*, (3) *sort*, (4) *top*, (5) *soil*.



OBJECTIVES

General

- Introduction of the Letter Person V and his characteristic, *velvet vest.*
- Recognition of the initial *V* sound in words.
- Association of *V's velvet vest* sound with words that start with *V.*
- Introduction of the written symbol for the letter *V.*

Specific

- Meet Mr. V and his *velvet vest.*
- Find pictures of objects that start with the same sound as *velvet vest.*
- Write big *V* and little *v.*

MATERIALS

Replica of Mr. V covered with paper, cellophane tape, Letter Meeting Greeting Packet *V,* Alphabet Sheets, *Chatterbook* page 20A, crayons.

MOTIVATION

The replica of Mr. V is adhered to the blackboard with a square of paper concealing it. *Who do you think is coming to meet us today?*

DEVELOPMENT

The Letter Person you are about to meet is someone who always wears something made of very soft material. Children may guess what kind of fabric it could be. Allow full discussion. Lead to the conclusion that it is velvet.

Distribute Letter Meeting Greeting Cards for *V.* Discuss the appearance of Mr. V and his velvet vest. Note the size of the vest.

Take the covering paper off the replica of Mr. V and read the verse:

His name is Mr. V, and he's very vain.
For his vests are never dull or plain.
He wears velvet vests of varied blends
To visit with his very best friends.

Let children repeat the lines with you. Then compare the large replica of Mr. V with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

QUICK CHECK: *What is the name of the Letter Person we met today?* (Mr. V) *What does Mr. V always wear?* (velvet vests) *From where does Mr. V get his* V *sound? What are some words that have this sound?*

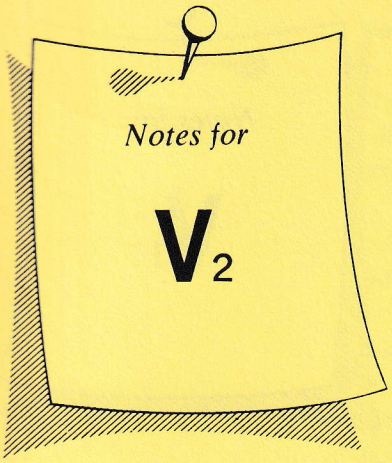
CHATTERBOOK page 20A. Discuss all the illustrations: (1) vase, (2) violin, (3) baby, (4) vest, (5) volcano, (6) web, (7) vegetables, (8) feet. Children should identify the pictures that begin with the sound for *V,* check and color the things that start with the same sound as Mr. V's *velvet vest.* (*Guide* p. xiv.)

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *V,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Fill a bag for Mr. V. Practice writing big and little* V*'s.*

SUMMARY

Elicit the following conclusions: Mr. V has a velvet vest. From his characteristic, he gets his sound. Words that have the *V* sound are *visit, very,* and *vanilla.*



OBJECTIVES

General

- Auditory recognition of the initial *V* sound in words.
- Visual recognition of the letter *V* in words.
- Testing and evaluating all skills related to the letter *V*.

Specific

- Listen to words with the *V* sound.
- Say words that start with the *V* sound.
- Find words that begin with the letter *V*.
- Make sure of Mr. V.

MATERIALS

Drawing paper, crayons, *Chatterbook* pages 20B and 21, scissors for each child, Duplicating Master 10.

MOTIVATION

A variety of vests is drawn on the blackboard.

DEVELOPMENT

Discuss the meaning of "variety." *Let's draw a variety of vests. Who would like to draw a polka dot vest?* (checkered vest, striped vest, plain vest, paisley vest) Discuss the great variety.

CHATTERBOOK page 20B. Discuss the letters in broken lines on the *velvet vest* characteristic. Dictate one word for each box, starting at the top left corner and going to the right. Children listen and decide whether or not the word begins with *V*. If it does, they connect the broken lines of the letter *V*. If the word does not begin with *V*, they put an *X* over the box. Use the following words: (1) *vote,* (2) *velvet,* (3) *boat,* (4) *voice,* (5) *valuable,* (6) *rest,* (7) *vanilla,* (8) *vacation.* (Complete procedure is on *Guide* p. xiv.)

QUICK CHECK: Read the words below to the children. Instruct them to raise the purple circle of their *Chatterbooks* if the word begins with *V*, and the yellow circle if it begins with another sound. Words: *vest, winter, valley, vain.*

How many children take vitamins? What do vitamins do for your health? Explain that liquid vitamins are sometimes called tonic. *Today I will read you a poem about a girl named Velma, who took vitamins for a special reason.* Read the poem.

THE VOICE OF VELMA

Velma Van's voice was weak and thin
Till she took a vanilla vitamin.
Since then her voice has grown even bigger
As the vitamin gives her more vim and vigor.
Now that Velma takes vitamin tonic,
Her voice is virtually supersonic.

Discuss the poem. *How do the vitamins help Velma? How do you think she sounded before taking vitamins? How did she sound after taking them?*

CHATTERBOOK page 21. Children draw a vitamin (circle) around all the words beginning with *V*. Write the poem on the board and let children check their work by having volunteers underline words on the blackboard. Using crayons, children illustrate the poem on drawing paper.

HOMEWORK OR FOLLOW-UP: *Draw pictures of a variety of vests. Cut out words beginning with V and paste them in your notebook.*

ENRICHMENT

Discuss vitamins and why they are needed in the diet.

A DAY FOR MR. V: Suggestions: Volunteer Day, Visitor's Day, Vegetable Day, Victory Day, Voting Day.

A BOX FOR MR. V: Suggestions: Vitamin Box, Vegetable Box, Voting Box.

TEST

Let's make sure of Mr. V. Use Duplicating Master 10. For complete analysis of this test, see *Guide* p. 21. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. V's special feature.
2. Draw a line under the pictures of things that start with Mr. V's sound.
3. Look for the letter *V* in each row, and draw a circle around it.
4. Draw a line under the words that begin with the letter *V*.
5. Write a *V* in front of all the words that begin with *V*.
   Write an *S* in front of all the words that begin with *S*.
   Write a *P* in front of all the words that begin with *P*.
6. Write three big *V*'s.
   Write three little *v*'s.
7. Listen to the words. If a word starts with the sound of *V*, put a check over the *V* in the first box (the box nearest the window, board, etc.). If the word does not begin with *V*, check the empty side of the box. Words: (1) *veal,* (2) *vote,* (3) *rat,* (4) *boil,* (5) *vile.*

Notes for

Review

OBJECTIVES

General

- Culmination of the unit, including *B, Z, P, S, V*.
- Introducing the concept that *V* does not usually end a word.
- Introducing the concept that sometimes *S* uses the *Z* sound.

Specific

- Learn that Mr. V doesn't like to end a word because of his torn vest.
- Learn when Mr. S borrows Mr. Z's sound.

MATERIALS

Replicas of Mr. B, Z, P, S, V; puppets.

MOTIVATION

Replicas of Mr. B, Z, P, S, V displayed.

DEVELOPMENT

Read the story of Mr. V's vest to the children:

Mr. V was very proud of his fine velvet vest. Mr. B watched him as he was looking in the mirror. As Mr. V was admiring himself, Mr. B said:

Dear Mr. V, it is easy to see
You need a bit of help from me.
A velvet vest without buttons won't do;
So I'll give some beautiful buttons to you.
My beautiful buttons you will find
Make your velvet vest the best of its kind.

Then Mr. B put buttons all over the left side of Mr. V's vest. When Mr. Z saw this, he pushed B aside and said to Mr. V:

Dear Mr. V, it is easy to see
You need a bit of help from me.
A velvet vest without zipping zippers won't do;
So I'll give some zipping zippers to you.
Zipping zippers you will find
Make your velvet vest the best of its kind.

So Mr. Z put zipping zippers over the buttons on the left side of Mr. V's velvet vest. When Mr. P saw this, he ran over to Mr. V and said:

Dear Mr. V, it is easy to see
You need a bit of help from me.
A velvet vest without pointy patches won't do;
So I'll give some pointy patches to you.
Pointy patches you will find
Make your velvet vest the best of its kind.

Saying that, Mr. P put pointy patches around the zippers and over the buttons on the left side of Mr. V's vest.

Before Mr. V could turn around, the beautiful buttons, zipping zippers, and pointy patches were all stuck on the left side of his vest. He looked at himself in the mirror. "My goodness," said Mr. V, "I looked very grand in my velvet vest. I don't need beautiful buttons, zipping zippers or pointy patches!"

Mr. B, Mr. Z and Mr. P said, "Okay, if that's how you feel, we are taking back our beautiful buttons, zipping zippers and pointy patches."

And Mr. V said, "I don't care. Take them back. My velvet vest is grand without any help from you."

And so, angrily, Mr. B tore off his beautiful buttons, Mr. Z zipped off his zipping zippers and Mr. P pulled off his pointy patches. Now when Mr. V looked at himself in the mirror again, he saw that the left side of his beautiful velvet vest was all torn and frayed where the buttons, zippers and patches had been.

"Oh dear, oh dear!" said Mr. V. "What have they done to my lovely velvet vest? The left side is all ripped and frayed and torn! It looks terribly terrible. I am so ashamed of the left part of my velvet vest, I don't ever want anyone to see it."

Mr. V thought about what he might do, and he had an idea. He decided that he would never ever be the last letter in a word, so that no one would ever see the torn side of his vest. He would forever after appear only at the beginning or in the middle of a word. That way, someone would always be on his left side to hide the torn side of his vest (e.g., gave, vote, glove, sleeve).

QUICK CHECK: *What happened to Mr. V's vest?* (Mr. B put his beautiful buttons on it; Mr. Z put zipping zippers on it; Mr. P put pointy patches on it.) *What decision did Mr. V make when he realized that the left side of his vest was all torn?* (He decided never to stand at the end of a word.)

Dramatize the story thus far, using the puppets and letter replicas.

Read part II of the story:

Mr. B, Mr. Z and Mr. P were most upset because they had to take back their beautiful buttons, zipping zippers and pointy patches. Then they had an idea. They went to see Mr. S and his super socks. Mr. B spoke first and said:

Dear Mr. S, it is easy to see
You need a bit of help from me.
Super socks without beautiful buttons won't do;
So I'll give some beautiful buttons to you.
Beautiful buttons you will find
Make your super socks the grandest kind.

And Mr. B put a button on Mr. S's socks.
Then Mr. Z said:

Dear Mr. S, it is easy to see
You need a bit of help from me.
Super socks without zipping zippers won't do;
So I will give some zipping zippers to you.
Zipping zippers you will find
Make your super socks the grandest kind.

And Mr. Z put zipping zippers on Mr. S's socks.
Then Mr. P said:

Dear Mr. S, it is easy to see
You need a bit of help from me.
Super socks without pointy patches won't do;
So I will give some pointy patches to you.
Pointy patches you will find
Make your super socks the grandest kind.

And Mr. P put pointy patches on Mr. S's socks.

Before Mr. S knew it, he had beautiful buttons, zipping zippers and pointy patches all over his super socks. He looked and looked in the mirror. His super socks could hardly be seen for all the things he had on them. He really didn't like them this way. After all, didn't everyone say he had super socks? He didn't need beautiful buttons, zipping zippers or pointy patches.

Mr. S asked Mr. B to take back his buttons. Sadly, Mr. B took back his beautiful buttons. Then Mr. S told Mr. P to peel off his patches, and Mr. P peeled off his pointy patches. But when Mr. S asked Mr. Z to zip off his zippers, Mr. Z would not zip off his zipping zippers. Mr. S warned Mr. Z that he would just yank off every one of those zipping zippers and break them.

Worried Mr. Z had to think of something fast. Then he smiled at Mr. S and said: "Mr. S, if you wear just one zipping zipper on your socks, I will give you something you really like. How would you like to share my sound? If you agree to wear a zipper sometimes, I will let you share my sound."

This pleased Mr. S, and he asked: "Mr. Z, do you mean that you will give me your sound if I wear a zipping zipper?"

"Well, not exactly. I'll let you use my sound sometimes. But you must agree that whenever I give you my sound, you'll have to wear a zipper on your socks. I insist, however, that only Mr. Z may use the **Z** *sound at the start of a word. I'll sometimes let you use my sound when you, Mr. S, are in the middle or at the end of a word."*

Mr. S thought that was only fair and said: "Okay, I'll agree. I'll wear a zipping zipper on my super socks sometimes, and when I do, I may use the **Z** *sound. I think that is a pretty good compromise." And that is how Mr. S got two sounds—by agreeing to wear super socks with a zipping zipper on them.*

NOTE: If children are interested in examples of words where Mr. S uses Mr. Z's sound, write some of the words below on the blackboard and read them aloud so that the *Z* sound is clearly heard: *has, is, was, hose, rose, choose, refuse, dogs.*

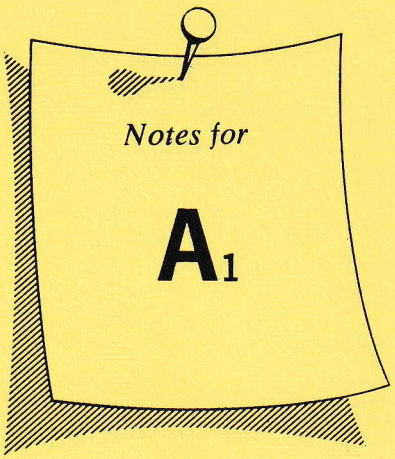
QUICK CHECK: *What does Mr. S wear when he uses Mr. Z's sound?* (a zipper on his socks)

PUPPET THEATER: Dramatize Part II of the story using the puppets and letter replicas as cast. The children may now illustrate parts of the story they like.

HOMEWORK OR FOLLOW-UP: *Draw Mr. S's super socks with a zipper on them. Write the letters* ***M, T, F, H, N, B, Z, P, S, V*** *in a column on a piece of drawing paper. Then, next to it, draw the characteristic that fits the letter.*

SUMMARY

Elicit the following observations from the children: Mr. B has beautiful buttons, Mr. Z has zipping zippers, Mr. P has pointy patches, Mr. V has a velvet vest, Mr. S has super socks. Mr. V does not want to end a word. Mr. S sometimes uses Mr. Z's sound.



OBJECTIVES

General

- Introduction of the Letter Person A and her characteristic, *ă'choo.*
- Auditory recognition and reproduction of the short *A* sound.
- Associating the short *A* sound with objects that start with *A*.
- Introduction of written symbols for the letter *A*.

Specific

- Meet Little Miss A.
- Sneeze like Miss A.
- Find words that start with the *ă* sound.
- Write big and little *A*.

MATERIALS

Chatter Album, Letter Meeting Greeting Packet *A*, replica of Miss A, Alphabet Sheets, *Chatterbook* page 22. For art activity: crayons, drawing paper, scissors.

MOTIVATION

Record player and record, set for playing.

DEVELOPMENT

The next Letter Person is so very different that we are going to listen to part of her story before meeting her.

Play side A, band 1 of the record.

Replay the two refrains, starting with "I am Little Miss A" and "She is Little Miss A." Children may join in singing with the record. Discuss Miss A's difficulty. *Why are the boys so upset with Little Miss A?* (She's a girl; she has a strange sneeze.) *What is so strange about Little Miss A's sneeze?* (She says *ă'choo.*)

Give each child a chance to sneeze the way Little Miss A does on the record. The short *A* sound should be stressed in the sneeze. If children have difficulty, they may listen to a portion of the record in which they can hear Little Miss A's sneeze again. It is important that the child be able to reproduce Little Miss A's sneeze correctly, because the *ă* sound of the sneeze is the clue to her short sound.

Distribute Letter Meeting Greeting Cards for *A* and discuss Miss A, noting her finger under her nose. *Why do you think Miss A has her finger under her nose?* (She is about to sneeze.) Discuss other aspects of her appearance. Display Miss A replica and read the verse.

Miss A is a girl who's eager to please,
But she has a very funny sneeze.
You can hear her sneezing all day long,
And she makes her sneeze come out all wrong.

Children may repeat the lines with you.

The children now compare the large replica of Miss A with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 22A. Discuss all the illustrations: (1) aspirin, (2) apple, (3) hen, (4) ax, (5) basket, (6) alligator, (7) anchor, (8) arrow. Direct the children

to check the pictures that begin with the same sound as Miss A's *ă'choo*. Then they may color the checked pictures. Place an *A* on top of the page for each child whose work is all correct. (*Guide* p. xiv.)

QUICK CHECK: *What is the name of the Letter Person we met today?* (Miss A) *How is this Letter Person different from those we have met before?* (She's a girl.) *Why is her sneeze strange?* (It says *ă'choo.*)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *A,* following the procedure on *Guide* p. xiii.

CHATTERBOOK page 22B. Children fill in big and little *A* in appropriate spaces.

HOMEWORK OR FOLLOW-UP: *Find pictures of objects that start with Miss A's sound of* ***ă'choo*** *and paste them in notebooks.*

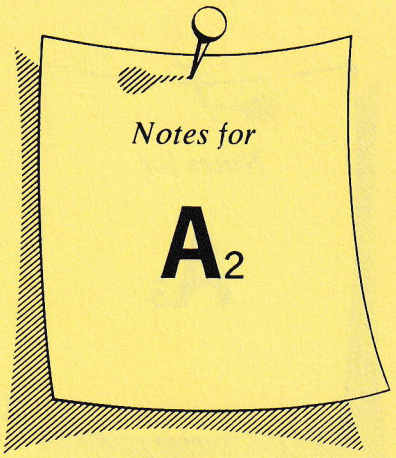
SUMMARY

Elicit the following observations: Miss A has a strange sneeze—*ă'choo*. Words such as *apple, ax,* and *anchor* start with Miss A's *ă'choo* sound. We can write big and little *A*.

ENRICHMENT

DRAMA: Divide children into two groups: girls are Miss A; boys are the consonants. Play the record segment in which Miss A sings about herself and the boys mockingly answer her. Encourage the boys and girls to imitate the record.

ART: The children may draw Little Miss A and cut her out.



OBJECTIVES

General

- Reinforcing auditory perception of the initial short *A* sound.
- Recognition of the letter *A* in the initial position in words.

Specific

- Listen for the *ă* sound in words.
- Underline all the words starting with *A* in a poem.

MATERIALS

Poem "Adam's Animal Act" (written on board), the story of "A'choo, A'choo," (*Guide* p. 281), *Chatterbook* page 23, crayons, drawing paper.

MOTIVATION

Read "Adam's Animal Act" to the children.

ADAM'S ANIMAL ACT

What Adam's animal act lacked
Was active animals who could act.
He advertised in the Daily Gazette
For an alligator, ant, and any odd pet.
So many anxious animals answered the ad
That they drove poor Adam nearly mad.
They started to fight, and after one grapple
They grabbed at Adam's Adam's apple.

DEVELOPMENT

Reread the poem, asking children to sneeze and say *ă'choo* whenever the *ă* sound starts a word. Discuss the poem. *What did Adam's Animal Act need?* (active animals who could act) *What did Adam do?* (He advertised in the newspaper.) *What happened as a result?* (A lot of anxious animals got into a fight.)

QUICK CHECK: Read "A'choo, A'choo" (*Guide* p. 281). *Why do the boys make fun of Little Miss A?* (She has a crazy sneeze.) *What does Little Miss A make them understand?* (that they should not make fun of her) *How did Little Miss A get her sound?* (The boys gave her a sound from the sound that starts her funny sneeze.)

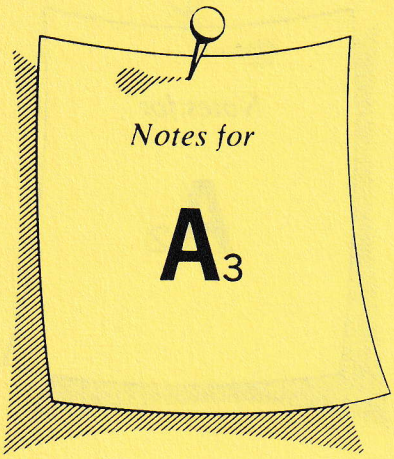
NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 23. Children underline all words that begin with *A* in the poem. Then volunteers may come to the board and underline the words that start with *A* so that the children can check their work. The children may then illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Find words beginning with the letter A and paste them in notebooks.*

SUMMARY

Elicit the following: Miss A has a funny *ă'choo*. Many words start with the letter *A*. Many words start with the *ă* sound.



OBJECTIVES

General

- Introduction to decoding.
- Development of the concept that a vowel must be in each word.

Specific

- Find out what happens when the Letter People decide to put their sounds together.
- Look at picture clues for the Letter People.
- Find out why words always belong to a girl (in this case, Miss A).
- Put Miss A in a belonging box.

MATERIALS

Whistle, all Letter People introduced so far and one Letter Meeting Greeting Card for each *(M, H, N, F, T, B, P, V, Z, S)*, chalkboards.

MOTIVATION

Insert Mr. H into display easel. Tape or tie a whistle around him and blow the whistle.

DEVELOPMENT

Tell the children the following story:

Mr. H. blew his whistle to call all the boys and Little Miss A together and said:

We've all been working very hard learning our own sounds. We have practiced and practiced. Wouldn't it be fun if we put our sounds together? What do you think would happen?

Call on volunteers to answer Mr. H. Elicit response that the Letter People could make words. *Do you think it is a good idea? Would you like to make words?* Choose volunteers to show how they think each of the Letter People would react to the idea. *How would the boys feel? What about Miss A? Now let's see how they really felt.*

Tell the children the following story-rhyme:

All the boys were very excited.
Each one was simply delighted.
But not Little Miss A;
She started to walk away.

When the boys saw this, they said:

Little Miss A! Don't go away.
We need you with us; please stay.

And Miss A asked:

Do you really want me to work with you?
Will I have enough to do?
In how many words will you let me be?
There are ten boys, but only one girl, you see.

Since there are so many boys,
But only one girl to be heard
I want to be sure a girl
Will be in every single word.

And the boys said:

Little Miss A, explain what you want us to do,
We promise we won't make any words without you.

This made Little Miss A very happy; and just to be sure the boys would keep their promise, she said:

I want every word to belong to me;
That's the way it has be be.
Remember, you can't make any words alone,
So every word I'm in, I'll have to own.

The boys thought about this and agreed that since there were so many boys, every word could belong to a girl. They said:

Very well, the words we make
Can belong to you.
If that is what you want,
That is what we'll do.

Then Mr. H blew his whistle again and said:

Now that we all agree,
Gather around and listen to me.

To be sure we can easily see which letters are working in a word, each letter in the word will stand in a box. Then the letters in the boxes can make their sounds. Remember, the only time you can make your sound in a word is when you are standing in a box.

The Letter People began to worry about where to stand and whether they would still remember their sounds. So Mr. H smiled and said:

Don't worry about forgetting your sound. To help you remember your sound, you will see your picture clue over your letter sign. It's the same clue you have always had on the front of your Letter Meeting Greeting Card.

Hold up the Letter Meeting Greeting Cards one at a time, showing only the front, which has the letter characteristic printed on it. Choose a child to guess whose characteristic is being shown. He may open the card to see if he guessed correctly. Then he may call on another child to point to the part of the Letter Person that has the pictured characteristic.

Review all the clues by holding up the fronts of the Letter Meeting Greeting Cards introduced so far (consonants only) and have children write the letter sign that goes with the clue, *e.g.*, if the card with the picture clue *beautiful button* on it is held up, the children would write the letter B on their chalkboards.

Mr. H said:

> These picture clues will be over our letter signs to help us remember what sound to make when we are in a box. We will look at the clue and then make the right sound in the box. I have an idea! We can call our boxes clue boxes.

QUICK CHECK: Choose volunteers to impersonate the consonants by holding the corresponding replica. *Let's see if we understand. Mr. N, if you were in a word, what clue would be on top of your letter sign to remind you of the sound?* Elicit *noisy nose*. Choose a volunteer to show the front of Mr. N's Letter Meeting Greeting Card. *Mr. B, what would be on top of your letter sign?* Elicit *beautiful buttons.* Choose a child to show Mr. B's button on the front of his Letter Meeting Greeting Card. *Mr. S, what would be on top of your letter sign?* Elicit *super socks.* Again, a child may show Mr. S's sign. If all children have done well, continue the story:

Little Miss A was getting worried. She said:

> I knew it! You are forgetting about me! Will I have a picture clue over my letter sign?

And Mr. H said:

> Little Miss A, we're not forgetting! We're doing something very special for you. Your letter sign will be so special that it won't need a clue over it. Your letter will be printed brighter and heavier than any of the boys' letters so that we will remember the word belongs to you. Since you will be in every word, you'll be saying your sound all the time. You don't need to have a clue over your letter sign to remind you. We remember our promise that all the words must belong to a girl; and since you are our only girl so far, all the words we make will belong to you. We will even make a special box for you to stand in. It will look so special that we will always remember that you belong in it. It will be the biggest and thickest clue box in the word.

Little Miss A said:

> Can my clue box have a special name so we can remember that only a girl can stand in it?

Mr. H thought about this and said:

> The words will always *belong* to a girl. The words *belong* to Miss A. What can we call her clue box so that everybody knows the words *belong* to her?

Elicit suggestions for a name for Miss A's clue box. Lead to the conclusion that Little Miss A's clue box may be called the *belonging box*. Choose volunteers to ask Miss A whether she likes the name, *belonging box.* (Hopefully, the answers will be *yes!*)

HOMEWORK OR FOLLOW-UP: *Write the letters M, N, T, F, H, S, B, P, V, Z on separate pieces of paper and draw their picture clues over them.*

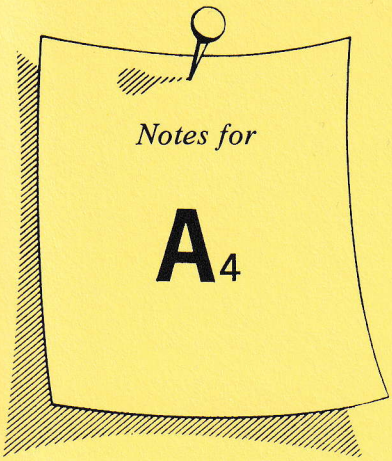
SUMMARY

Elicit the following observations:

- The Letter People will put their sounds together to make words.
- When the Letter People make words, they will stand in clue boxes.
- All words will belong to Miss A (a girl).
- There will be picture clues over the letter boys to remind them of their sound.
- Miss A's letter will be printed thicker so that we remember the word belongs to her.
- Miss A's clue box is called a *belonging box*.

ENRICHMENT

Make a card game using twenty index cards. Ten cards have the letters written on them, and ten have the picture clues drawn. The cards are placed face down on the table. Each child is allowed nine picks at a turn. The child with the most matching sets wins. All cards must be returned to the table and shuffled after each turn.



OBJECTIVES

General

- Auditory recognition of the short vowel sound for A in the medial position in a word.
- Introduction of written decoding using clue boxes.

Specific

- Find out how Letter People make words.
- Listen for Miss A's sound in the middle of a word.
- Fill the clue boxes and make the letters sound off.
- Play "Living Words."

MATERIALS

Replica of Miss A taped to board, chalkboards, replicas of all Letter People studied thus far, masking tape.

MOTIVATION

Tape replica of Miss A on the board, and draw a belonging box around it.

DEVELOPMENT

Encourage children to speculate about why Miss A is in her belonging box. (She is ready to work in words.) *What will Miss A say when she is in a belonging box?* (her sound: *ă) Why is her clue box called a belonging box?* (Because all words belong to her.) *Can a boy ever be in a belonging box?* (no) *Why not?* (The letters agreed that only a girl can be in a belonging box.)

Review auditory recognition of the short A sound by eliciting some words that begin with Miss A *(e.g., ax, apple, astronaut).*

Tell the children they will now listen to words in which Little Miss A is saying her *ă* sound not in the beginning of the word, but in another part of the word.

Once again, remind children of the sound to listen for. *How did Little Miss A get her sound?* (from her sneeze) *What part of her sneeze is her sound?* (just the first part: *ă,ă,ă* choo) *Let's all say her sound together: ă.* In saying the following words, emphasize the short A sound. *The first word is* **bat**. *Let's listen again and see if Little Miss A is making her sound in this word:* **bat**. *Can you hear Little Miss A?* (yes) *How do you know Little Miss A is in the word?* (Her sound is in the word). *Prove it!* (ă,ă,ă—bat) The purpose of asking the child to "prove it" is to show him how he can help himself by comparing the letter sound in the word with the sound of its identifying characteristic.

What did the boys promise Miss A? (She could be in every word; the words would belong to her.) *In what kind of box will Miss A stand?* (a belonging box)

Distribute chalkboards to children, and ask them to draw a belonging box (a square with thick walls). Demonstrate on the blackboard. Choose a child to write the letter A in the belonging box on the board. Then the children can write the A on their chalkboards.

NOTE: Here is a suggested remedy for a common mistake as children begin decoding...

Teacher: To whom does the word *bat* belong?

Child: Mr. B.

Teacher: Can a boy stand in the belonging box? (no) What did the boys promise Little Miss A? (She could be in the belonging box.) To whom would all the words belong? (Miss A)

Now listen again. Is Little Miss A in the word? The word is *bat.* **(Emphasize the short A sound.)**

Child: Yes.

Teacher: How do you know?

Child: I hear her.

Teacher: What is she saying?

Child: *ă*

Teacher: How do you know it is Little Miss A?

Child: I hear her sound.

Teacher: Prove it. Where did she get her sound?

Child: From her sneeze (*ă´choo*).

Teacher: Listen to the word again. The word is *bat.* Where do you hear Little Miss A making her *ă* sound?

Child: In the middle (or after B).

Teacher: Now we know Little Miss A is in the word. We remember that the boys promised her all the words would belong to her. Only a little girl can stand in a belonging box. We can put Little Miss A in the belonging box.

Let the children write the small letter *A* in the belonging box.

Teacher: To whom does the word belong?

Child: Little Miss A.

Teacher: Can the word belong to Mr. B?

Child: No.

Teacher: Why?

Child: He's not in the belonging box. The word must belong to a girl (i.e., Miss A).

After they have written the letter A in the belonging box, let some children show their chalkboards to Little Miss A. Repeat the same procedure for any of the words on p. 24 in the *Chatterbook.* It is important to ask the child to "prove it" each time. All he should be listening for is: "To whom does the word belong?". At this stage he fills only the belonging box.

Another means of reinforcing the concept of the belonging box is by taping to the floor an outline of the belonging box approximately two feet square. (Masking tape is fine for this.) Children may take turns holding Little Miss A and jumping into the belonging box if they can prove the word that is called belongs to Little Miss A. Success is guaranteed; all the words read to the children will belong to Little Miss A, as she is the only little girl they have met so far.

After the children understand the concept of the belonging box and have practiced listening, proving and filling the belonging box, the same procedure should be followed to determine who starts the word. The consonant starting the word will stand in a starting clue box. Only boys can stand in a starting clue box.

For this exercise, the children draw only a starting clue box. When a word is called, they will listen for the initial letter sound, prove it, and fill the starting clue box.

At this point, a starting clue box about one and one-half feet square can be taped to the left of the belonging box on the floor. Distribute all the letter replicas introduced so far. Say a word. The child holding the letter person who starts the word may jump into the starting clue box. He must prove to the other letters that he is the one who should be there. For example, if the word *man* is called, the child holding Mr. M says: "I start the word because *man* starts with the same sound as my munching mouth."

If more than one child jumps into the starting clue box, this becomes an excellent learning situation. The youngsters must prove to each other who may remain. Follow the same procedure to determine who ends the word. The consonant who ends the word stands in an ending clue box. Only a boy can stand in an ending clue box.

QUICK CHECK: Before proceeding with part two of the decoding, be sure the children know the answers to the following questions. *What can be found over the boys' letter signs to remind them of their sounds?* (picture clues) *What is Mr. N's picture clue?* (noisy nose) *What is Mr. V's picture clue?* (velvet vest) *How is Miss A's letter sign different from the boys'?* (Her letter is printed darker and thicker.) *What do we call the boxes that the letters stand in?* (clue boxes) *What special name does Miss A's clue box have?* (belonging box) *Why is it called a belonging box?* (Because all the words belong to Miss A, and because she's a girl.) *Can a boy ever stand in a belonging box?* (no) *Why not?* (Because every word belongs to a girl.)

NOTE: This is a good place to stop if children are tired.

We have listened to words and proved which Letter People are in the words. Now the Letter People want us to make their clue boxes sound off.

The boys have never been able to make their sounds unless they told us their clues. Mr. M never said his sound is ***mmm****. He said, "Listen to my sound start* ***munching mouth****."* (Emphasize the sound for M in *munching mouth.) Mr. F never said his sound is* ***fff****.* He said, *"Listen to my sound start* ***funny feet****."* (Emphasize the sound for F in *funny feet.)*

When a boy is in a starting clue box, he is going to have to say his sound in a different way. Let Mr. M show us. (Draw a starting clue box on the board. Hold the letter card of Mr. M in the starting clue box.)

Mr. M is going to make his mouth look as if he were going to start saying ***munching mouth****. Watch my mouth.* Demonstrate and encourage children to join you. *Now let your mouth get ready to say* ***munching****. Mr. M said you did that very well. Now listen:* (Make the sound *mmm.* In making the sound, be sure not to open your mouth.) *That's all Mr. M can say. He can't open his mouth. He wants you to try making that sound without opening your mouth. Then he'll tell us why his mouth can't open when he's in the starting clue box.* Let the children make the sound of *mmm.* Be sure they don't open their mouths.

Mr. M thinks that was so good that he will tell you why he can't open his mouth when he's in the starting clue box. Draw a belonging box, larger than the starting clue box, next to the starting clue box on the blackboard. *Who belongs in the belonging clue box?* (Miss A) *How do you know Little Miss A must go in the belong-*

ing clue box? (The boys promised her the words would belong only to her. Only a girl can stand in a belonging box. Little Miss A is the only girl we've met.) *What sound will Little Miss A make?* (ă) *When you say Little Miss A's sound, what happens to your mouth?* (It's open.)

Mr. M can make the sound ***mmm*** *when he's in a starting clue box, but he can not open his mouth until his sound catches Miss A's* ***ă*** *sound. Who would like to be Miss A and hold her?* (Choose a child to hold the Miss A letter card inside the belonging box on the board.) *I will be Mr. M. Watch me do it and then you can try. Miss A will wait in her belonging box and Mr. M's* ***mmm*** *sound will catch her* ***ă*** *sound. Remember, Mr. M's mouth can't open until he catches Miss A's* ***ă*** *sound.*

Mr. M has his mouth ready. Mr. M moves toward Miss A. He waits until he catches her ***ă*** *sound (i.e.,* joining his sound to hers) *before he may open his mouth. Listen as he opens his mouth. We hear* ***mă****. Look how wide open my mouth is now:* ***mă****.*

Let's catch the ***ă*** *sound again.* Repeat the catching of Miss A's ă sound. Make sure the sound comes out as *mă* with no break in between. Avoid *muh-ah.* Be sure the children are aware of when the mouth may open.

Give each child a turn to be Mr. M and have his sound catch Miss A's ă sound. If necessary, help him to make the unbroken sound by repeating it several times. It is easier for children to reproduce the sound when they hear it repeated because they aren't sure as yet what is expected of them.

After they have grasped the idea, you can slowly replace *M* with the other consonants. Use *S, F, N, V* and *Z* first, as these will be easier. When the children have mastered these, explain that *B, P* and *T* (plosives) can only get their mouths ready but can't make any sound at all until they catch Miss A's ă sound. *Bă, pă* and *tă* should each be pronounced as an unbroken sound. If the children try to make any sound for *B, P* or *T* without the ă sound, they will come out with *buh, puh* or *tuh.* **It is vital that this be avoided.** Explain that the consonants just get their mouths ready as if they were going to say *beautiful buttons, pointy patches, tall teeth.* But they may not say their sounds until they catch the ă sound. Explain to the children that M. H has a special problem. He can't keep his mouth closed to make his sound at all. As soon as he gets his mouth ready to say *horrible hair,* his mouth is open. Even so, he may not make his sound until he catches Miss A's ă sound. We have to help him catch her ă sound very quickly. Demonstrate the correct unbroken sound (*hă*) for the children so they begin to understand and hear the sound that is to be made. Encourage as much practice as needed. This exercise is crucial, as the ability to reproduce the initial consonant joined to the short ă sound as an unbroken sound will set the pattern for all other decoding skills.

Reinforce this learning by using the clue boxes that have been taped to the floor. Stand the consonant replicas and Miss A across the chalk ledge. Tell the children to listen to the sounds that are made when a boy's sound catches Miss A's sound. If they know who the boy is, they may take him from the chalk ledge and jump into the starting clue box with him. Another child should get Miss A and jump into the belonging box at the same time. Say any of the unbroken sounds for the children, *e.g., mă, tă, fă.*

QUICK CHECK: Choose volunteers to say any of the sounds heard when a boy's sound catches Miss A's *ă* sound. Encourage the children to say the sounds as others select the correct Letter People and jump into the clue boxes with them. After success has been achieved, the children are ready to attach the sound of the final consonant. This does not usually present a problem. It helps to make the children aware of what is happening to their mouths as they make the sounds.

Begin with the word *mat.* Start by letting Mr. M's sound catch Miss A's *ă* sound. Show them that their mouths are left open after saying *mă.* They can now quickly catch Mr. T's sound and close their mouths again. Their mouths must remain closed after catching Mr. T's sound: *mat.* Emphasize the closed mouth until Mr. M's sound catches Miss A's *ă* sound. Emphasize the closing of the mouth as Mr. T's sound is caught at the end.

It is important that the mouth does not reopen at the end of the word. This avoids the problem of breaking the word, *e.g., ma-tuh.* Tape a third (ending) clue box on the floor. Once again, let the children be the Letter People and catch each other's sounds.

Play *Living Words.* Use all three clue boxes on the floor and let the children jump in to make "Living Words" as you call the words out.

QUICK CHECK: Write the word *sap* on the board as it would appear in the *Chatterbook, i.e.,* a sock over the *S,* a bold *A,* and a patch over the *P.* Encourage the children to tell the purpose of the picture clue over the *S* and over the *P.* (to remind the letters of their sounds.) Call on a volunteer to tell why the *A* is printed in bold. (because the word belongs to Miss A.)

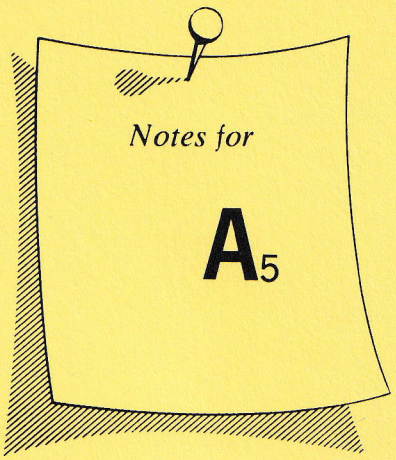
Now draw the appropriate clue boxes next to the word *sap, i.e.,* a starting clue box, a larger belonging box and an ending box. Call on a volunteer to write the letters in their respective boxes and then make the letters sound off by catching each other's sound.

CHALKBOARD PRACTICE: The children may now do the same exercise as the *Quick Check* on their chalkboards, copying the words and picture clues from the blackboard and then writing the letters in the clue boxes.

HOMEWORK AND FOLLOW-UP: Copy the words from the board (*map, hat, van)* and put the letters of each word into clue boxes.

SUMMARY

Elicit the following from the children: We can hear Miss A's sound in the middle of a word. We can write the letters in the correct clue boxes. The letter in the starting box must catch Miss A's sound and make his sound together with hers.



OBJECTIVES

General

- Introduction of decoding and the use of clue boxes.
- Decoding one-syllable words with the short *A* sound, using consonants that have been introduced thus far.

Specific

- Learn about clue boxes.
- Break the code.
- Read some words.

MATERIALS

Chatterbook page 24.

MOTIVATION

Today we are going to break something. Is it always bad when you break something?

DEVELOPMENT

Discuss the motivation question. Children may suggest things that are bad when broken (glass, a toy, a leg) and some things that are good when broken (a witch's spell, the sound barrier). *Today we will be breaking something and it will be very, very good.*

Discuss the meaning of a code. *Have you ever told someone something in your own special way? Then you have made a code. Only people who know its secret can understand a code. In order to learn the secret you need clues.* Give some examples of codes such as Morse code, smoke signals, picture code. *In the Morse code it is the tapping sound that gives the clues to the message. In smoke signals it is puffs of smoke. In a picture code the clues are shapes and lines and colors that tell the message. When you have all the clues you can understand the message; you can break the code.*

The Letter People have a word code of their own. The letters are the clues to words. Today we are going to learn the secret of the Letter People's code. We will need clues to break the code.

CHATTERBOOK page 24. *Look at the list of words. Next to each word there are three clue boxes. Each clue box will hold one letter whose sound will be the clue to the word we want to read. Are all the clue boxes the same?* (no) *Which clue box is different from the other two?* (the middle one) *How is it different?* (It is bigger and has a thicker frame around it.) *Which box looks most important?* (the big middle box) *The big box in the middle will hold the most important letter. Each word belongs to one letter. The letter to whom the word belongs will go in the big clue box. The first box will hold the letter that starts the word and the last box will hold the letter that ends the word. After we fill all the clue boxes with letters, we will be able to break the code and read the word.*

Look at the first word; it has already been put into clue boxes. How many letters are in the word? (three) *What are they? (M, A, P) Which letter looks the most important in that word? (A,* because it is printed in bold type.) *The word belongs to A. Which clue box does A belong in?* (It belongs in the big clue box.) *This big*

clue box will be called the "belonging" box. Look at the word again. Who starts the word? (M) What helps us remember the ***M*** *sound?* (munching mouth) *What box is* ***M*** *in? (****M*** is in the starting clue box.) *Who ends the word? (P) What helps us remember the sound for* ***P****?* (pointy patches) *What box is* ***P*** *in? (****P*** is in the ending clue box.) *Now our detective work is done. It's time to break the code. To break the code, we have to put the sound for* ***M****, the sound for* ***A*** *and the sound for* ***P*** *together to get one word. A good detective can make all the sounds come out without breaking them in between.* (Note: The word should not be sounded as: muh-a-puh or m-a-p. Help children link all three sounds together: *map.*)

QUICK CHECK: *What's the first clue we need to break the word code?* (to which letter the word belongs) *Where does that letter go?* (in the big belonging clue box) *What's the second clue we need?* (which letter starts the word) *Where does that letter go?* (in the starting clue box) *What's the third clue we need?* (which letter ends the word) *Where does the last letter go?* (in the ending clue box)

Guide children in decoding the remaining words on the page, using the same procedure. When all words are decoded, children may use them in sentences.

NOTE: ***It is important for children to discover that all the words belong to the letter that stands for Miss A because a foundation is being laid for the principle that one-syllable words will always belong to one of the little girls (vowels).***

HOMEWORK OR FOLLOW-UP: Children may make up their own picture code or dot-dash code and share it with the class.

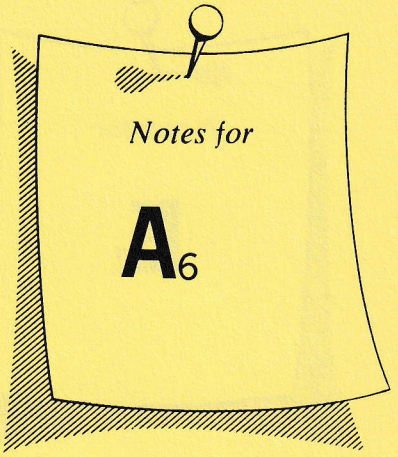
SUMMARY

Elicit the following conclusions: To break the letter code, we must know: (1) to whom the word belongs, (2) who starts the word, (3) who ends the word; then we say the sounds for all the letters linked together in the word.

ENRICHMENT

A DAY FOR MISS A: Suggestions: Acting Day (Children may act in little skits.), Apple Dunking Day, Activity Day (A special activity may be chosen for this day.), Adventure Day.

A BOX FOR MISS A: Suggestion: Antique Box (Children may collect old things.)



OBJECTIVES

General

- Testing and evaluating skills related to the letter *A*.

Specific

- Make sure of Miss A.

MATERIALS

Duplicating Master 11.

MOTIVATION

Before we meet the next Letter Person, let's make sure we know all about Miss A.

DEVELOPMENT

Tell children that the paper they are about to receive has many different questions on it to make sure they know Miss A well. The following skills are included:

1. Associating the Letter Person with her characteristic.
2. Associating the letter sound with pictures of objects whose names begin with the sound.
3. Discrimination between initial letters in words; writing the letter.
4. Auditory recognition of the letter sound in the initial position in words.

5–8. Decoding and word analysis.

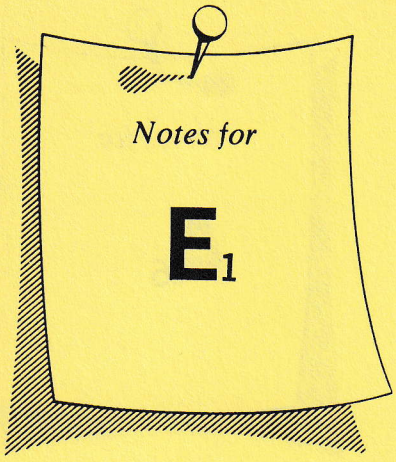
9. Word recognition.
10. Word meaning.

Instructions for the ten exercises are as follows. (Be sure the children can identify all illustrations.)

1. Draw a line under Miss A's special feature.
2. Draw a line under the pictures of objects that start with Miss A's *ă'choo* sound.
3. Write an *A* in front of all the words that begin with *A*.
   Write a *V* in front of all the words that begin with *V*.
   Write an *S* in front of all the words that begin with *S*.
4. Listen to the words. If the word starts with Miss A's sound in *ă'choo* put a check over the *A* in the first box (the box nearest the window, board, etc.) If the word does not begin with *A*'s *ă'choo* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate part of each box and that they work from left to right. Words: (1) *ant,* (2) *mouse,* (3) *alligator,* (4) *ax,* (5) *feet.*
5. Decode the words listed.
6. Draw a circle around the words that belong to *A*.
7. Draw a circle around each word that starts with *B* and belongs to *A*.
8. Draw a circle around each word that ends with *T* and belongs to *A*.
9. Underline the word that matches the picture.
10. Write the word that goes with the picture.

SUMMARY

Elicit the following observation: We have "made sure" we know Miss A and her characteristic. We can recognize her sound in words and can write *A* two ways.



OBJECTIVES

General

- Introduction of the Letter Person E and her characteristic, *exercise*.
- Reproduction of the short *E* sound in isolation.
- Association of the short *E* sound with words that start with *E*.
- Introduction of written symbols for the letter *E*.

Specific

- Hear the story of Little Miss E.
- Hear the *ĕ* sound in words.
- Say the *ĕ* sound in words.
- Write big and little *E*.

MATERIALS

Replica of Little Miss A, Chatter Album, Letter Meeting Greeting Packet *E*, replica of Little Miss E, cellophane tape, Alphabet Sheets, *Chatterbook* page 25. For art activity: crayons, straight pins, drawing paper, scissors.

MOTIVATION

Replica of Little Miss A is adhered to the blackboard, with tears drawn falling from her eyes.

DEVELOPMENT

Little Miss A is crying and crying because there are so many boys, and she is the only girl. The boys wanted to be nice to her; so they told her there would never be a word without a little girl in it. They promised that every word would always belong to a little girl. That made Miss A feel better but then she thought that would be too much work for just one little girl. So Little Miss A told the boys that she wanted to bring her sister to help with the work. She cried and cried until the boys promised to meet her sister. Let's listen to what happened.

Play side A, band 2 of the record (Miss E) through the end of the exercise song. Let children sing Little Miss E's exercise song along with the record several times. The class may be divided in half. One half may be Little Miss E and the other half the consonants.

Little Miss E will listen to the boys. She will do lots of exercises.

Play the rest of the story, encouraging every child to repeat some of the words in the exercise at the end, stressing the short *E* sound.

QUICK CHECK: *Why did Miss A want to bring her sister?* (A girl must be in every word, and that's too much work for only one girl.) *Who is Miss A's sister?* (Miss E) *What does she have to do all the time?* (exercise) *What sound does Miss E take? (ĕ) Why is that an easy sound to remember?* (exercise)

Let's see what Miss E looks like as she is doing her exercise. Distribute Letter Meeting Greeting Cards for *E* and discuss Miss E. Discuss the kind of exercise she is doing. (She is about to lift barbells.) *What will weight-lifting do for her muscles?* Discuss other exercising implements that are found in a gym (*e.g.*, rope ladders, balls, weights).

Display the replica of Miss E, and read the verse:

Miss E was always very weak;
She needed strength so she could speak.
Her friends all made her realize
That she must do her exercise.

Children may repeat the lines with you. The children now compare the large replica of Miss E with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 25A. *Look at the pictures. See if you can guess what words starting with Little Miss E's sound can go with the pictures. After you look at each picture for a little while, you will hear something about some of the pictures. When you find the picture that is described, put a check next to it. If you can think of the word before I say it, raise your hand.*

1. *This is something good to eat for breakfast. I am thinking about* _____ ***eggs.*** (Repeat *eggs,* emphasizing the *ĕ* sound.) *Check the picture that goes with* ***eggs.*** (picture 1)

Proceed as above with the following questions.

2. *There is nothing in this box. It is* _____ ***empty.*** (picture 3)
3. *The train is pulled by an* _____ ***engine.*** (picture 6)
4. *This animal has a long trunk. It is an* _____ ***elephant.*** (picture 7)
5. *These children are like Little Miss E. They are doing* _____ ***exercise.*** (picture 5)
6. *The first child is at the beginning of the line. The last child is at the* _____ ***end.*** (picture 4)

Volunteers may repeat all *E* words, stressing the short *E* sound.

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *E,* following the procedure on *Guide* p. xiii.

CHATTERBOOK page 25B. Direct children to write big and little *E* on the lines.

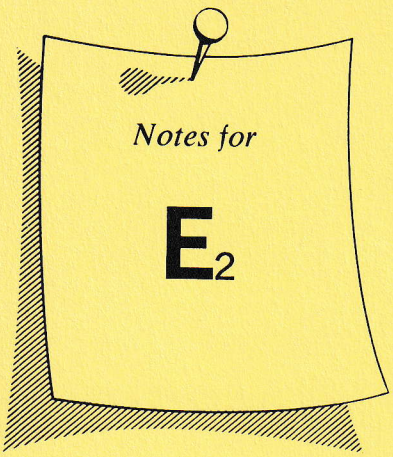
HOMEWORK OR FOLLOW-UP: Children may draw Little Miss E doing exercises.

SUMMARY

Elicit the following: Miss E does exercise. Miss E's sound comes from *exercise.* Many words, such as *egg,* start with Miss E's sound.

ENRICHMENT

Little Miss E is anxious to learn as many different exercises as possible. Children may take turns leading the class in any exercise they choose.



OBJECTIVES

General

- Reinforcing auditory perception of the initial short *E* sound in words.
- Recognition of the letter *E* in the initial position in words.
- Decoding and reading one-syllable words.

Specific

- Listen for words that start with Miss E's sound.
- Underline words in the poem that start with *E*.
- Break the code for words that belong to Miss E.

MATERIALS

Poem "Eggs" (written on board), replica of Little Miss E, *Chatterbook* pages 26 and 27, crayons, drawing paper. For art activity: paper pie plates for each child, paper fastener for each child, paste, drawing paper.

MOTIVATION

Poem "Eggs" is written on board. Little Miss E is displayed.

EGGS

Every egg that's ever eaten
Is first fried, or boiled, or beaten.
Especially good in pie and cake,
They smell so exciting as they bake.
Morning eggs at half past seven,
Eggs for snacktime at eleven.
But in the end eggs are the best
When they are resting in a nest.

DEVELOPMENT

Discuss the many different ways in which eggs can be prepared. *Why are eggs best in a nest?* (Baby birds come from them.) Reread the poem, letting children do a simple exercise whenever a word that starts with Miss E's exercise sound is heard.

CHATTERBOOK page 26. Children underline all words beginning with the letter *E*. After the work is checked at the board, the children may illustrate the poem.

QUICK CHECK: Write the following words on the board: *egg, exit, enter, job, end, pen, envelope, door.* As you point to each word, ask the children to raise the purple circle on their *Chatterbooks* if you point to a word that starts with the letter *E,* and the yellow circle if the word indicated starts with another letter.

NOTE: This is a good place to stop if the class is restless.

Little Miss E is working very hard and getting strong. Let's do exercises with Little Miss E. We can do an exercise only when we hear a word that starts with Little Miss E's sound. Read the following words slowly, giving the children a chance to exercise: *egg, enter, swimming, Eskimo, exit, grass, park, elbow, house, elephant.* In order to reinforce the association of Miss E and exercise, after an exercise is completed, repeat, *"That was a wonderful exercise. Little Miss E will love that exercise."*

Now that you know Little Miss E's ĕ sound so well, we can break the code for words that belong to E.

CHATTERBOOK page 27. Break the code. (Follow procedure on *Guide* p. xv.) After all the words have been decoded, each child should have a chance to use one of the words in a sentence.

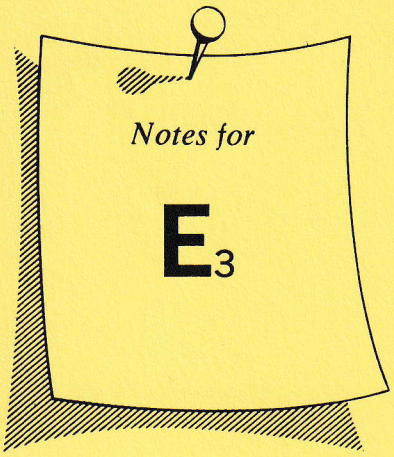
HOMEWORK OR FOLLOW-UP: *Find words that begin with E and paste them in notebooks.*

SUMMARY

Elicit the following generalizations: Many words in the poem "Eggs" begin with the letter *E*. We broke the code for words that belong to Miss E, such as *men, pet* and *ten.*

ENRICHMENT

Make Little Miss E "spinners." Draw four or five pictures for words starting with the short *E* sound *(egg, elevator, elephant, Eskimo, escalator, exit, elbow).* Cut out and paste pictures on the rim of a paper pie plate. Cut a spinner or pointer out of drawing paper and attach it with a paper fastener into the center of the paper plate. Twirl the spinner and identify the picture to which it points. Stress the initial short *E* sound of the object pictured. Plates may be exchanged with classmates. Children may take the game home to practice the sound of short *E*. This game may be adapted for any letter taught.



OBJECTIVES

General

- Reviewing the story, "Exercising E."
- Oral and auditory discrimination between the short *A* and short *E* sounds in medial position.
- Decoding and reading words with short *A* and short *E*.
- Testing and evaluating all skills related to *E*.

Specific

- Hear and say words that belong to Miss A and to Miss E.
- Decide to whom a word belongs.
- Break the code for words that belong to *A* and *E*.
- Make sure of Miss E.

MATERIALS

"Exercising E" (*Guide* p. 281), individual chalkboards, chalk, tissues or paper towels, replicas of Little Miss A and Little Miss E, Duplicating Master 12.

MOTIVATION

Read the story "Exercising E" (*Guide* p. 281) encouraging the children to supply the parts of the story they remember from the record.

DEVELOPMENT

Distribute a chalkboard and a tissue to each child. *Little Miss A sent these tissues to us, but they are not for ă'choo's. They are really erasers for our chalkboards. These are your own little boards. You may write on them with chalk. When you don't want what you have written any more, just wipe it off with your tissue.*

CHALKBOARD PRACTICE: *Listen to each word carefully. You must decide to whom the word belongs. Remember the word can belong only to a little girl. Who are our little girls?* (Little Miss A and Little Miss E.)

Display replicas of Little Miss A and Little Miss E. Read the words, stressing the vowel sound, but do not isolate the sounds. *What sound will you hear in the word if it belongs to A?* (*ă* from *ă'choo*) *What sound will you hear in the word if it belongs to E?* (*ĕ* from *exercise*) *The first word is* **bat.** *Which girl's sound do you hear in* **bat**? *(A) To whom does the word* **bat** *belong? (A) Draw a big belonging clue box on your chalkboard. Write the letter* **A** *in it, because the word* **bat** *belongs to Little Miss A. Hold up your board.* (Check to see that all children have written the letter *A* inside a clue box.) *Erase the box with your tissue.*

Make another big belonging clue box. Listen to the word and then decide to which little girl it belongs: **pen.** *Say the word with me;* **pen, pen.** *Decide which letter you will write in your belonging clue box. (E) Fill your clue box. Hold up your chalkboard and let us see what is in your clue box.*

QUICK CHECK: *How can we tell to which letter a word belongs?* (We listen to the sound.) *How can we tell if a word belongs to Miss A?* (The sound in the word has to be like Miss A's *ă'choo.*)

Continue chalkboard practice with some of the following words: *bed, pet, sat, man, men, bet, nap, fat.*

HOMEWORK OR FOLLOW-UP: The children may copy the words below in their notebooks and decode them. *(hat, set, pan, bet)*

SUMMARY

Elicit the following: There must be a girl letter in every word. The word always belongs to a little girl's sound. The sound the little girl makes is the clue. We can hear the difference between words that belong to *A* and *E*.

ENRICHMENT

A DAY FOR MISS E: Suggestions: Egg Day (egg rolling, egg dyeing, egg frying, egg whipping, meringue baking), Entertainment Day (amateur hour), Election Day (Children may vote for class officers.), Etiquette Day (Practice good manners.)

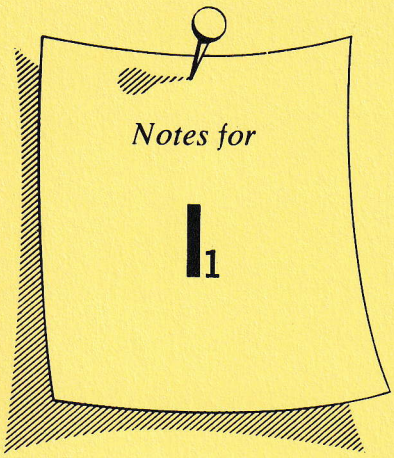
A BOX FOR MISS E: Suggestions: Electric Box (dry cell), Etching and Engraving Box (Scratch designs in copper foil or plastic, then run ink or paint over it.), Exhibit Box (Make dioramas.)

TEST

Let's make sure of Miss E: Use Duplicating Master 12. For detailed analysis of this test see *Guide* p. 71 . (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Miss E's special feature.
2. Draw a line under the pictures of objects that start with Miss E's exercise sound.
3. Write an *E* in front of all the words that begin with *E*.
   Write an *A* in front of all the words that begin with *A*.
   Write a *V* in front of all the words that begin with *V*.
4. Listen to the words. If the word starts with the *exercise* sound of *E* put a check over the *E* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *ĕ* sound from *exercise* check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *egg,* (2) *act,* (3) *elevator,* (4) *orange,* (5) *exit.*
5. Decode the words listed.
6. Draw a circle around the words that belong to *E*.
7. Draw a circle around each word that starts with *P* and belongs to *E*.
8. Draw a circle around each word that ends with *N* and belongs to *E*.
9. Underline the word that matches the picture.
10. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person I and her characteristic, *itching*.
- Reproduction of the short *I* sound.
- Association of the initial short *I* sound with objects that start with *I*.
- Introduction of written symbols for the letter *I*.

Specific

- Hear the story of "Itching I."
- Say the short *I* sound in words.
- Find pictures of things that begin with the same sound as Miss I's itch.
- Write big and little *I*.

MATERIALS

Red, pink, and orange chalk, replica of Miss I, Chatter Album, Letter Meeting Greeting Packet *I*, Alphabet Sheets, *Chatterbook* page 28, "Itching I" (*Guide* p. 282), puppets.

MOTIVATION

Using colored chalk of various shades of red, draw little dots resembling a rash all over the board.

DEVELOPMENT

Encourage children to guess what is all over the board. Hopefully you will lead them to the conclusion that it is a rash of some kind. Volunteers may suggest the cause of some rashes. *What is true about most rashes?* (They itch.) Discuss itches. *How many children have had mosquito bites, poison ivy, a rash, chicken pox, or prickly heat? How does an itch make you feel when you may not scratch? Today we are going to meet a Letter Person who itches all the time.*

Display the replica of Miss I and discuss her wiggly appearance.

Play side A, band 3 of the record (Miss I) through the refrain,

Though I itch, give me a task;
I'll do anything you ask.

QUICK CHECK: *How do the boys feel when they look at Little Miss I?* (itchy) *How do you think Little Miss I looks when she wiggle-hops?* (Children may take turns demonstrating the wiggle-hop.) *How do you think Little Miss A and Little Miss E feel about having another sister?* (happy) *Why?* (She will share their work.)

Can you guess how the boys will find a sound for Little Miss I? Let's listen to the rest of the story and see what sound Little Miss I is given. Play the story to the end. Be sure children make the short *I* sound correctly by encouraging them to repeat the words at the end.

Distribute Miss I Letter Meeting Greeting Cards. *Why do you think Miss I seems so jumpy?* (She is always itching.) Read the verse:

Little Miss I is quite a sight;
Her itching is an awful fright.
Nothing can make her itching stop,
And so she has a wiggle hop.

Encourage children to repeat the lines with you. The children now compare the large replica of Miss I with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

QUICK CHECK: *What special feature does Miss I have?* (an itch) *From where does she get her sound?* (from *itching*)

CHATTERBOOK page 28A. Give children time to examine the illustrations, and direct them to listen carefully to each of the sentences below as you read. Then they should find and check the picture that it describes. Remind the children that the name for the picture must start with Miss I's sound from *itching*. In reading, stress the key words.

1. *When you are invited to a party you receive an*_____***invitation.*** (picture 8)
2. *This boy is not feeling well; he is*_____***ill.*** (picture 3)
3. *This boy has mosquito bites. Mosquito bites make him feel*_____***itchy.*** (picture 5)
4. *Many Eskimos live in a house made of snow and ice. This house is called an*_____***igloo.*** (picture 6)
5. *The first people who lived in America were the*_____***Indians.*** (picture 2)
6. *The banana is outside the basket; the apple is*_____***inside.*** (picture 4)

Direct the children to color the pictures they have checked. Put an *I* on top of the page for each child whose work is all correct. Encourage children to name some other objects or words that begin with Miss I's sound.

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *I*, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 28B. The children may write big and little *I* in the places indicated.

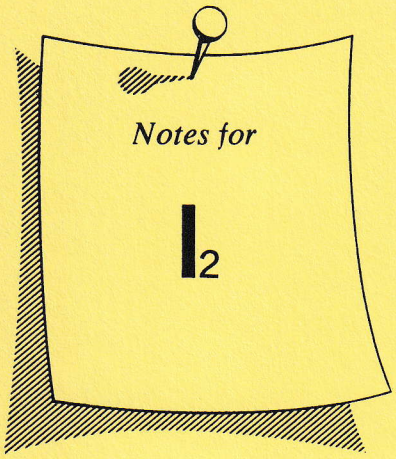
HOMEWORK OR FOLLOW-UP: *Draw a picture of Miss I and her "wiggle-hop."*

SUMMARY

Elicit the following: Miss I gets her sound from *itching*. Some words that begin with Miss I's sound are *Indian* and *ill*. We can write big and little *I*.

ENRICHMENT

PUPPET THEATER: Read "Itching I" (*Guide* p. 282) to the children. Then, using the puppets, children may enact the story. Letter replicas may be used for additional characters.



OBJECTIVES

General

- Reviewing the vowel stories *A, E,* and *I.*
- Auditory recognition of the short *I* sound in the initial position in words
- Visual recognition of the letter *I* in words.
- Decoding and reading words with *A, E,* and *I* in the medial position.

Specific

- Play "Stop the Needle."
- Listen for words that begin with Miss I's sound.
- Underline words that begin with *I.*
- Break the code for words that belong to *A, E,* and *I.*

MATERIALS

Chatter Album, side A, bands 1–3; *Chatterbook* pages 29 and 30; crayons; drawing paper; chalkboards.

MOTIVATION

Let's play "Stop the Needle."

DEVELOPMENT

Review briefly the three stories heard so far. Explain the game to the children. *We will put the needle on different parts* (side A, bands 1–3) *on the record. You must listen very carefully so that you can guess whose story it is. After the record has played for a little while, it's time for "Stop the Needle." You must then decide to whom the story belongs and tell why. Guesses without reasons don't count.*

NOTE: This procedure can be used at any time for a review of any of the vowel sound stories. The reading of short excerpts of the vowel stories may be substituted for records. The name of the game could then be "Stop the Reading."

Read the poem "The Impossible Itch." The children may wiggle their hands every time they hear a word that begins with the short *I* sound.

THE IMPOSSIBLE ITCH

I'm one of those impossible itches
Who keep their victims all in stitches.
I will itch impossibly if you fight
Against prickly heat or mosquito bite.
It's a bad idea to try to scratch me;
Try as you may, you will never catch me.

CHATTERBOOK page 29. Direct the children to underline all the words that begin with the letter *I.* When their work is checked, they may illustrate the poem.

QUICK CHECK: Write the words below on the board. Then, as you point to one word at a time, direct the children to raise the purple circle on their *Chatterbooks* if the word begins with the letter *I,* and the yellow circle if the word begins with another letter. Words: *Indian, lamp, jump, if, elf, mine.*

CHALKBOARD PRACTICE: Direct children to listen to the word you say, and decide whether or not Little Miss I starts the word. Review Miss I's sound by asking the children to repeat the word *itch* after you. The first word is *inside* (stress the ĭ sound). *Everyone repeat the word* ***inside.*** *Does* ***inside*** *start with the same sound as the ĭ in* ***itch****? If you think it does, write the letter* ***I*** *on your chalkboard. If you don't think it starts like the ĭ in* ***itch****, put a big cross mark there. When you have finished, hold up your chalkboard.* Proceed as above as long as interest is sustained. Words: *inches, ignore, insect, impossible, accident, elephant, answer, infant, exit, immediately, ill.* The reminder, "Does it sound like the ĭ in ***itch***?" should preface each word.

CHATTERBOOK page 30. Help the children decode the words on this page, following the procedure on *Guide* p. xv. Note that in the word *am* there is no starting box because the word begins with *A* which must always be in the belonging box.

HOMEWORK OR FOLLOW-UP: Children may make a list of all the words for which they have broken the code.

SUMMARY

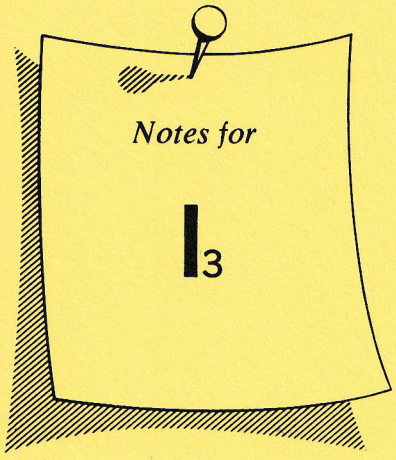
Elicit the following: Little Miss I's sound is heard at the beginning of words such as *itch, in, impossible.* We can read words that belong to Little Miss I, such as *hit, pin* and *zip.* We can also read words that belong to *A* or *E* such as *tap* and *net.*

ENRICHMENT

CLUE PICTURE GAME: Each child folds drawing paper lengthwise into fourths and draws a picture clue on each of the four sections. One section at a time is revealed to the other children, who try to guess the identity of the Letter Person. Clues should be arranged in order of difficulty—the easiest one should be last: *e.g.,* (1) picture of object which starts like the Letter Person, (2) a word that starts with the same letter, (3) characteristic of Letter Person, (4) the Letter Person.

A DAY FOR MISS I: Suggestions: Indian Day (Children learn something about Indians—their culture, heritage, heroes, myths. They may dress up in Indian outfits.) Imagination Day (Children may make up stories, games, etc.)

A BOX FOR MISS I: Suggestion: Indian Box (Children decorate a box with pictures of Indians.)



OBJECTIVES

General

- Reviewing all the letters learned.
- Introduction of spelling from dictation.
- Testing and evaluating all skills related to *I*.

Specific

- Play a Letter People guessing game.
- Fill two clue boxes by listening to words.
- Make sure of Miss I.

MATERIALS

A separate piece of drawing paper with one letter symbol on it for each of the following letters: A, E, I, M, T, F, N, H, B, Z, P, S, V; pins or tape; chalkboards; Duplicating Master 13.

MOTIVATION

Let's play a Letter People Guessing Game.

DEVELOPMENT

A child selects and pins or tapes one of the drawing papers with a letter on it to the teacher's back so that everyone except the teacher can see the letter. Explain to the class: *I will ask you a question about the letter on my back. Your answers should be* yes *or* no. *You may all answer together.* Example: (Mr. H).

1. *Am I a girl?* (No!)
2. *Is there anything about myself I don't like?* (Yes!)
3. *Am I Mr. F?* (No!)
4. *Do I always munch?* (No!)
5. *Do I have something that is noisy?* (No!)
6. *Am I afraid of a pair of scissors?* (Yes!)
7. *Am I Mr. H?* (Yes! Yes!)

As many children as possible should be given a turn to wear one of the letters and to ask questions about it. Continue the game as long as interest is sustained.

QUICK CHECK: *Which girl has to exercise?* (Miss E) *Who is very proud of his vest?* (Mr. V) *Who doesn't like haircuts?* (Mr. H) *What does Mr. P have?* (pointy patches) *Who says ă'choo?* (Miss A)

CHALKBOARD PRACTICE: *When you break the code in the Chatterbook, you see the whole word, and then put all the letters of the word in their clue boxes. Today, you will do something much harder. You will not see the word at all. You will only hear it. Draw two clue boxes: first a starting box and then a big belonging box.* (Demonstrate on board.) *Listen very carefully so you can hear the sound of each letter. First you must decide to whom the word belongs. Remember the word must always belong to a girl. How will you decide to which girl the word belongs?* (by listening to the sound of *ă, ĕ,* or *ĭ*) *When you have decided which girl the word belongs to, put the letter that stands for her in your big belonging box. How will you decide which letter starts the word?* (Listen for the sound that starts the word, and decide whose sound it is.) *In which clue box will you put the letter that starts the word?* (starting clue box)

The first word is ***hat.*** *Listen to it again so you can decide to whom the word* ***hat*** *belongs.* ***Hat*** (stress the ă sound). *When you have decided, put the letter in the big belonging clue box. Hold up your boards so that we can see how many children heard the right sound. Now listen for the sound that starts the word.* Repeat ***hat,*** stressing the initial sound. *Put the letter that stands for the starting sound in the starting clue box.*

NOTE: It is especially important that children be successful in their first attempts. Compliment correct answers; help and encourage those who need assistance. It may be necessary to work in small groups at first. All should be able to feel secure in their progress. Continue this procedure, using any words the children have decoded in their *Chatterbooks* thus far.

HOMEWORK OR FOLLOW-UP: *Make a list of words you can read and write.*

SUMMARY

Elicit the following observations: When you listen to words, the sounds give the clues to the letter identity. The word code may be broken by looking at the word or by hearing the word.

TEST

Let's make sure of Miss I. Use Duplicating Master 13. For detailed analysis of this test see *Guide* p. 71. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Miss I's special feature.
2. Draw a line under the pictures of objects that start with Miss I's *itching* sound.
3. Write an *I* in front of all the words that begin with *I*.
   Write an *E* in front of all the words that begin with *E*.
   Write an *A* in front of all the words that begin with *A*.
4. Listen to the words. If the word starts with Miss I's sound from *itching*, put a check over the *I* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *itching* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *it*, (2) *Indian*, (3) *exit*, (4) *ill*, (5) *ant*.
5. Decode the words listed.
6. Draw a circle around the words that belong to *I*.
7. Draw a circle around each word that starts with *H* and belongs to *I*.
8. Draw a circle around each word that ends with *P* and belongs to *I*.
9. Underline the word that matches the picture.
10. Write the word that goes with the picture.

Notes for

O_1

OBJECTIVES

General

- Introduction of the Letter Person O and her characteristic, *saying* ŏ *and being obstinate* (stubborn).
- Introduction of the short *O* sound in isolation and in the initial position in words.
- Introduction of written symbols for *O*.

Specific

- Meet Little Miss O.
- Learn how Miss O got her sound.
- Practice making the ŏ sound.
- Hear and say words that begin with Miss O's ŏ sound.
- Write big *O* and little *o*.

MATERIALS

Replicas of Little Miss A, E, I, O; cellophane tape; puppets; Letter Meeting Greeting Packet *O;* Alphabet Sheets; Chatter Album; tongue depressor; square of aluminum foil for each child; "Obstinate O" (*Guide* p. 282).

MOTIVATION

Draw an outline of a pool on the blackboard. (A rectangle will suffice.) Bubbles (series of climbing circles) should be shown emerging from the pool. Adhere replicas of Little Miss A, E, and I to the blackboard around the pool.

DEVELOPMENT

Using Chatter as Miss E and Chitter as Mr. H, follow the script below.

Mr. H: Miss E, you got us out of bed to meet your new sister. I don't see anybody new. All I see is a pool filled with water, but no new sister.

Miss E: Another one of our sisters really is here. But she is very obstinate. She is so stubborn that she never comes when she is called. We can't keep track of her for a minute. She always seems to be in the pool.

Mr. H: The boys want to give her a sound so she can help with the word-making, but we can't find her at all. Is she in the pool now?

Miss E: My obstinate sister had a very bad cold. We told her not to swim with a sore throat, but she still wouldn't come out of the water. She was being obstinate again. Now she has a sore, sore throat; and she had to go to the doctor.

Distribute Letter Meeting Greeting Cards for Miss O. Discuss the appearance of Little Miss O, noting that her mouth is open and her throat is visible. *What is she holding in her hand?* (a mirror)

Tape the replica of Miss O to the board and read the verse:

Little Miss O stayed in the pool
Till the air was cold and the water cool.
And now her throat is hurting so,
That to the doctor she must go.

Let the children repeat the lines with you. Children now compare the large replica of Miss O with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

Let's listen to what happened to Miss O at the doctor's office.
Play side A, band 4 of the record, through the verse,

He held the mirror for Miss O to see.
Miss O asked sweetly, "How will that help me?"

What did Little Miss O see in the doctor's hand? (a stick or tongue depressor) *What did the doctor expect to do with the tongue depressor?* (Put it on Miss O's tongue so that he could look at her throat.) *Why was she so obstinate?* (She was afraid of the tongue depressor.) Show the class a tongue depressor. *How does the doctor examine your throat when it is sore? How many of you feel like Little Miss O about the tongue depressor? Why do you suppose the doctor gave Little Miss O a mirror? Let's listen to the rest of the story and find out how the mirror helped Little Miss O.* Play the rest of the story. Replay the word example part at the end so that the children may repeat the words correctly.

Distribute individual squares of aluminum foil (make-believe mirrors) to each child. Read "Obstinate O" (*Guide* p. 282). When you get to the passage below, ask each child to look carefully in his "mirror" and follow the doctor's directions as you read.

First hold the mirror carefully;
Can you see your mouth easily?
Be sure your mouth is open so
It looks exactly like an O.

Draw a large *O* on the blackboard, and demonstrate. *That's how your mouth should look.*

Keep your tongue neatly tucked away; (demonstrate)
Now listen carefully what you must say.
ŏ *ŏ* *ŏ*

The children all repeat

ŏ *ŏ* *ŏ.*

Walk around the room with a tongue depressor, pretending to examine throats. Be sure each child can reproduce the short *O* sound correctly. If a child has difficulty, remind him that his mouth should be shaped like an *O*.

QUICK CHECK: *What is the name of the Letter Person we met?* (Miss O) *What sound must Little Miss O practice? (ŏ) How do we remember her sound?* (from *ŏ ŏ ŏ*)

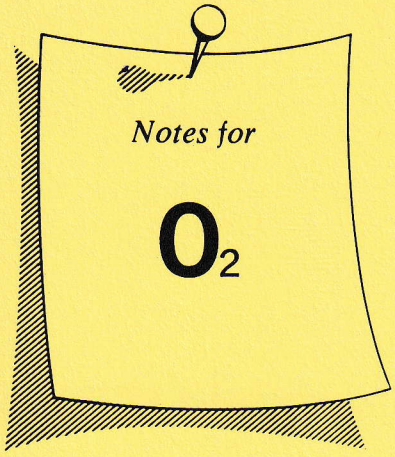
NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *O,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: Practice saying *ŏ, ŏ, ŏ* in front of a real mirror at home.

SUMMARY

Elicit the following: We have met obstinate Little Miss O, who has a very bad sore throat. She has to practice saying *ŏ, ŏ, ŏ* every day. Miss O got her sound from saying *ŏ, ŏ, ŏ*. Some words that start with *O* are *octopus* and *olive.*



OBJECTIVES

General

- Recalling the short *O* sound.
- Hearing words that start with the short *O* sound.
- Associating the short *O* sound with objects that start with *O*.

Specific

- Hear the short ŏ sound in words.
- Listen for words that start with Miss O's ŏ sound.

INCIDENTAL LEARNING: An octopus has eight arms and lives in the water.

MATERIALS

Mirror, replica of Miss O, cellophane tape, *Chatterbook* pages 31 and 32, crayons, drawing paper.

MOTIVATION

Mirror is taped to blackboard. Replica of Miss O is adhered next to the mirror.

DEVELOPMENT

Obstinate Miss O has been standing in front of this mirror and practicing as she said she would. Volunteers may stand in front of the mirror and pretend they are Little Miss O practicing her sound. Recall some of the words that started with the ŏ sound. If necessary, replay the story.

CHATTERBOOK page 31A. Direct the children to look at the illustrations carefully. *After you look at each picture for a while, you will hear descriptions of the pictures. You must find the picture each sentence tells about and check it.*

1. *This is an animal that lives in the water and has eight arms. It is an* _____ ***octopus.*** (picture 1) Repeat the word *octopus,* emphasizing the ŏ sound. *Check the picture of the octopus.*
2. *This is something you may eat. It tastes salty and it sometimes has a pit. I am thinking of an* _____ ***olive.*** (picture 2) Repeat the word *olive* emphasizing the ŏ sound. *Find the picture of the olives and check it.*

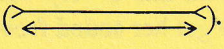
Proceed as above with the following sentences.

3. *This cook used eggs to make an* _____ ***omelet.*** (picture 5)
4. *A very strong animal who does a lot of work is an* _____ ***ox.*** (picture 4)
5. *A very large bird who can't fly is an* _____ ***ostrich.*** (picture 7)

The children may color the checked pictures.

QUICK CHECK: *How do we remember the sound for Miss O? (ŏ, ŏ, ŏ) What are some words that begin with the ŏ sound? (ostrich* and *ox)*

CHATTERBOOK page 31B. Direct the children to write big and little *O* on the appropriate lines.

Before hearing the following poem, children should know what an octopus is, that it is not really orange, and that it lives in the water. In order to explain "optical illusion" you might draw two parallel lines of equal length, as in diagram: (). Let the children guess which appears to be longer.

Read "The Odd Orange Octopus" to the children.

THE ODD ORANGE OCTOPUS

At the end of October, I saw an odd sight
As I got on the bus on Halloween night.
For sitting on the omnibus
I saw an orange octopus.
He sang melodies by the score,
Each an octive higher than before.
But he seemed to be in such confusion
He might have been an optical illusion.

Reread the poem and this time the children raise their hands or their aluminum foil mirrors every time they hear a word starting with Miss O's sound.

CHATTERBOOK page 32. The children underline all the words in the poem that begin with *O;* then they may illustrate the poem.

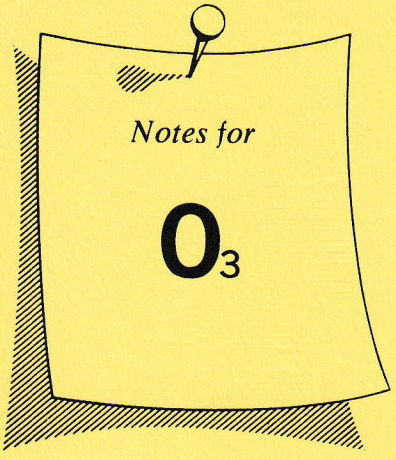
HOMEWORK OR FOLLOW-UP: *Find words that have* **O** *in them and paste them in notebooks. Write the letter* **O** *under these pictures. Visit an aquarium and see an octopus.*

SUMMARY

Elicit the following conclusions: Little Miss O will use ŏ as her sound. Some words that begin with *O* are *odd, optical* and *octopus.*

ENRICHMENT

Children work in pairs. One child is Little Miss O, the other is the doctor. The doctor gives Little Miss O directions on how to say ŏ. He checks to see if he can see her throat. (Warn the children against putting any objects into each other's mouth.) A good doctor helps his patients follow directions. Children may exchange roles.



OBJECTIVES

General

- Decoding and reviewing words with *A, E, I,* and *O* in the medial position.
- Auditory discrimination among short vowel sounds for *A, E, I, O.*
- Dictation for spelling words that have short *A, E, I, O* sounds.
- Testing and evaluating skills related to the letter *O.*

Specific

- Score a contest between the girls.
- Decode words that belong to Miss O and other girls.
- Write words from dictation that belong to *A, E, I, O.*
- Spell words.
- Make sure of Miss O.

INCIDENTAL LEARNING: How to keep a tally score.

MATERIALS

Replicas of *A, E, I, O;* cellophane tape; *Chatterbook* page 33; chalkboards; Duplicating Master 14.

MOTIVATION

The following words are written on the board in a column: *not, trap, met, vat, hip, pin, men, bat, top.* The replicas for *A, E, I, O* are taped to the board and spaced so that a tally can be made under each.

DEVELOPMENT

The vowel girls are having a contest; they want to see who has the most words. We will keep a score for them. Teach the tally system (one stroke for each point, in groups of five, the fifth stroke running diagonally across the first four). After looking at the word list, a volunteer may choose a word, read it, underline it, decide to whom the word belongs, and put a tally mark under the corresponding replica. More words may be added to the list.

CHATTERBOOK page 33. Break the code. The first five words belong to *O.* The rest belong to other girls. (Follow procedure on *Guide* p. xv.)

CHALKBOARD PRACTICE: *When Little Miss A first appeared, all the words belonged to her. Then came Little Miss E. Now we have Little Miss A, Little Miss E, Little Miss I and Little Miss O. In the words today, you will have to decide which one of the four little girls the word belongs to. How will you tell which letter the word belongs to when you don't see the word?* (Listen for the sound of the letter.) *Before we begin, let's make sure we know the sound each of our little girls makes. From what does Little Miss A get her sound? (ă'choo) What is her sound? (ă) How does Miss E get her sound? (exercise) What is her sound? (ĕ) How does Miss I get her sound? (itching) What is her sound? (ĭ) How does Miss O get her sound?* (she says *ŏ, ŏ, ŏ*) *What is her sound? (ŏ).*

Draw a big belonging clue box on your board. Listen to the word and decide to whom it belongs. Remember, the clue we are listening for is the sound the little girl makes. After you decide who the little girl is, put her letter in the big belonging clue box; and then hold up your board for us to see.

The first word is **pat** (emphasize the ă sound). *Listen again and decide to whom the word belongs.* Repeat ***pat.*** *Put the letter in the big belonging clue box and hold up your board.*

NOTE: Leading the child to remedy his own errors is an excellent learning experience. For example, in the word *pat,* if *O* was placed in the big belonging clue box, these are suggested questions: *What letter is in your big belonging clue box? (O) From what does* ***O*** *get its sound?* (from Miss O saying ŏ ŏ ŏ) Say the word *pat. Do you hear Little Miss* ***O****'s* ŏ *sound in the word?* Repeat the word *pat,* stressing the short *a* sound. *Which little girl makes the* ă *sound?* (Little Miss A) *Write the correct letter in the belonging box.*

Repeat this procedure with the words *hat, pet, pit, pot, mop.*

QUICK CHECK: *How can we tell what letter belongs in a word?* (by listening for its sound)

Now we are ready to fill all three clue boxes for each word. Draw three clue boxes on your board. Remember to make the middle belonging clue box bigger than the other two. Demonstrate the decoding procedure on the board as children work on their chalkboards.

The first word is **top.** *To fill the big clue box, we have to decide to whom the word belongs. Listen again.* Repeat, stressing ŏ; ***top.*** *Who is the little girl?* (Little Miss O) *Put* ***O*** *in the big belonging clue box. Now listen for the sound of the letter that starts the word.* Repeat *top,* emphasizing the initial sound *(T). Who starts the word? (T) Put* ***T*** *in the starting clue box. Now listen for the sound of the letter that ends the word.* Repeat, emphasizing the final sound, *top. Who ends the word? (P) Put* ***P*** *in the ending clue box. Now say the word by putting all the sounds together without breaking the sounds. You have broken the code! Write the word without the clue boxes. Now let's spell the word* **top.** *When we spell, we say the letter in the starting box first, then the letter in the belonging box and then the letter in the ending box. Let's spell the word together,* ***T-O-P.*** *Who will make up a sentence for* ***top****?* Proceed as above, using any words that have been decoded in the *Chatterbook.*

HOMEWORK OR FOLLOW-UP: *Write some words that belong to Miss A, E, I, or O.*

SUMMARY

Elicit the following: You can tell which letters are in a word by listening for their sounds. The sounds of the letters are the clues that help decode the word. When we spell a word we say the letter in the starting box first, then the letter in the belonging box, and then the letter in the ending box.

ENRICHMENT

A DAY FOR MISS O: Suggestions: Orange Day (Everyone makes something out of orange construction paper. Children may squeeze oranges and make orange juice.), Object Day (Children may bring in objects for a "Show and Tell" session.)

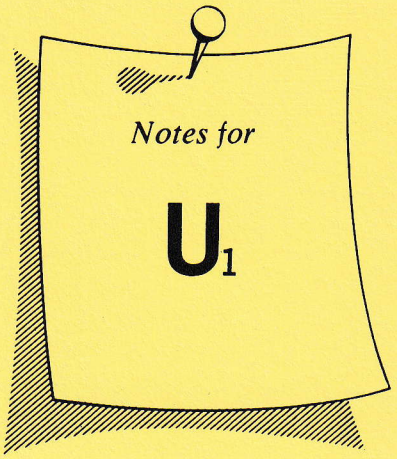
A BOX FOR MISS O: Suggestions: Orange Box (Children paint a box orange and fill it with orange-colored objects.), Odd Object Box (Children fill a box with unusual items.)

TEST

Let's make sure of Miss O. Use Duplicating Master 14. For detailed analysis of this test see *Guide* p. 71. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Miss O's special feature.
2. Draw a line under the pictures of objects that start with Miss O's *ŏ (obstinate)* sound.
3. Write an *O* in front of all the words that begin with *O*.
   Write an *I* in front of all the words that begin with *I*.
   Write an *E* in front of all the words that begin with *E*.
4. Listen to the words. If the word starts with Miss O's sound of *ŏ (obstinate),* put a check over the *O* in the first box (the box nearest the window, board, etc.). If the word does not begin with Miss O's *ŏ* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *operate,* (2) *oxen,* (3) *ever,* (4) *ask,* (5) *odd.*
5. Decode the words listed.
6. Draw a circle around the words that belong to *O*.
7. Draw a circle around each word that starts with *M* and belongs to *O*.
8. Draw a circle around each word that ends with *P* and belongs to *O*.
9. Underline the word that matches the picture.
10. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person U and her characteristic, *umbrella face.*
- Reproduction of the short *U* sound.
- Association of the short *U* sound with words or objects that start with *U.*
- Introduction of written symbols for the letter *U.*

Specific

- Hear the story of Umbrella Face.
- Hear and say the *ŭ* sound.
- Find pictures of things that start with *U.*
- Write big and little *U.*

INCIDENTAL LEARNING: Health—overexposure to the sun is dangerous. Language—the meaning of a nickname.

MATERIALS

Chatter Album, side A, band 5; Letter Meeting Greeting Packet *U;* replica of Miss U, Alphabet Sheets; *Chatterbook* page 34. For art activity: construction paper, crayons, scissors, string, stapler, puppets, "Umbrella Face" (*Guide* p.283).

MOTIVATION

An open umbrella with paper eyes and mouth taped onto it (Umbrella Face) is on the desk.

DEVELOPMENT

Discuss the umbrella, leading children to identify the face. Announce that the next and last little girl they are going to meet is nicknamed Umbrella Face. Encourage the children to speculate about why she might have such a nickname. Be sure children understand that a nickname usually tells something about a person.

Play side A, band 5 of the record through the lines,

And when he finds me and sees my face,
He burns me so, it's a disgrace.

Distribute Miss U's Letter Meeting Greeting Cards. Discuss the appearance of Miss U. *Why can't we see her face?* (It's hidden by an umbrella.) *Why is she called Umbrella Face?* (Her face is always hidden behind an umbrella.)

Display the replica of Miss U and read the verse:

An umbrella is always with Miss U;
Without it she wouldn't know what to do.
An umbrella is there in her head's place;
So that everyone calls her Umbrella Face.

Children may repeat the lines with you. The children now compare the large replica of Miss U with that on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

Play the rest of the story. Be sure all children have a chance to say some of the word examples at the end.

QUICK CHECK: *How did the boys find a sound for Little Miss U?* (from Umbrella Face) *What sound does Miss U have? (ŭ)*

CHATTERBOOK page 34A. Direct the children to look at the pictures and then to listen to the sentences you read to them. They must find each picture that is described and check it. In reading the sentences, stress the key words. Move around the room, checking correct answers.

1. *This is something Little Miss U carries with her at all times. It is an* ***umbrella.*** (picture 1) Encourage children to repeat *umbrella* emphasizing the *ŭ* sound. *Check the picture.*
2. *If you eat too much, you may feel sick and your stomach gets* ***upset.*** (picture 2) Repeat *upset,* emphasizing the *ŭ* sound. *Find the picture of the child with an upset stomach, and put a check on the picture.*

Proceed as above for the following sentences:

3. *A plate is on the table. The kitten is* ***under*** *the table.* (picture 7)
4. *When we receive a present, it is wrapped. For us to see what is inside, the box must be* ***unwrapped.*** (picture 4)
5. *To see the grass, we must look down. To see the kite, we must look* ***up.*** (picture 3)
6. *Every baseball game has an* ***umpire.*** (picture 6)

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 34B. Write big and little *U* in the appropriate spaces.

HOMEWORK OR FOLLOW-UP: *Find pictures of umbrellas and paste them in notebooks.*

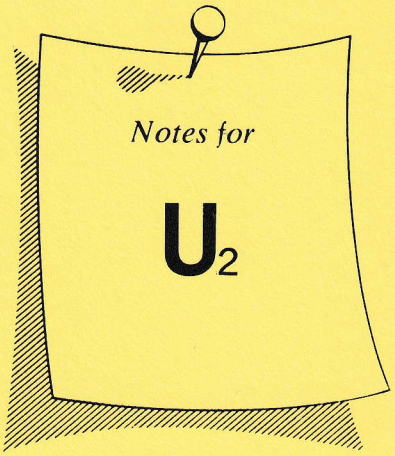
SUMMARY

Elicit the following from children: We have met the last little girl. Her name is Little Miss U. Her nickname is Umbrella Face. From Umbrella Face, the boys found her sound. Her sound starts words such as *under, up, uncle, us, umbrella.* We can write big and little *U.*

ENRICHMENT

UMBRELLA MASKS: Cut out umbrella shapes. Draw in lines to represent sections of the umbrella. Cut out slits for eyes and mouth. Staple on string to hold the mask in place.

PUPPET THEATER: Read "Umbrella Face" (*Guide* p. 283) to the children. Then re-enact the story. An umbrella-shaped face may be taped over Chatter's face so that she can be Miss U.



OBJECTIVES

General

- Reinforcing auditory recognition of the initial short *U* sound in words.
- Visual recognition of the letter *U* in the initial position in words.
- Auditory recognition of the *ŭ* sound in medial position.

Specific

- Listen for words starting with the *ŭ* sound.
- Underline words that start with the letter *U*.

MATERIALS

Chatterbook page 35, crayons, drawing paper, chalkboards.

MOTIVATION

Draw an outline of an umbrella with a sad face on the blackboard.

DEVELOPMENT

Umbrella Face is unhappy because of what happened to Uncle Ulver. Read the poem "Uncle Ulver" to the children.

UNCLE ULVER

When Uncle Ulver played hide and seek,
He looked under his blindfold to take a peek.
We spun him around so he couldn't see
Until he rushed off behind a tree.
We ran up toward him and looked through the leaves,
And saw a sight that no one believes.
Staring at us with an unhappy frown
Was Uncle Ulver upside down!

Briefly discuss the poem. Then reread the poem, asking children to raise their hands whenever they hear a word that begins with Miss U's sound.

CHATTERBOOK page 35. The children may now underline all words beginning with the letter *U*. Check work, then children may illustrate the poem.

QUICK CHECK: Read the words below. If children hear the sound for *U* beginning a word, they are to raise the purple circle on their *Chatterbooks;* if they hear another sound beginning the word, they raise the yellow circle. Words: *under, uncle, apple, ugly, Ellen.*

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *Listen carefully to the words. If* **U** *is in the word saying the ŭ sound from Umbrella Face, write a* **U** *on your board and hold it up. If U's sound is not heard in the word, make a cross mark and hold it up. Sometimes the ŭ sound will be heard in the middle of the word, and sometimes at the beginning of the word.*

The first word is **up.** *How many of you hear Little Miss U's ŭ sound? Write* **U** *on your chalkboard. Hold up your board so we can see.* Children should erase boards after each word. *The next word is* **bat.** *Is* **U** *in that word?* (no) *Who is there? (A) Put a big cross on your board.* Proceed as above for the following words: *uncle, umpire, bus, hum, egg, tub, sun, inch, ax, but, got.*

HOMEWORK OR FOLLOW-UP: *Find words that have U in the beginning or in the middle. Paste the words into your notebook. Then write five U's in your notebook.*

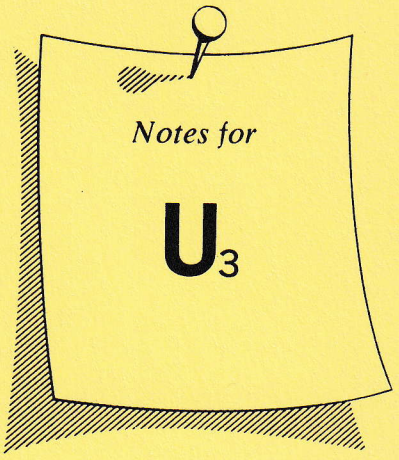
SUMMARY

Elicit the following generalizations: Many words in the poem "Uncle Ulver" begin with *U*. Little Miss U's sound begins many words, for example *up, under, umbrella.*

ENRICHMENT

GAME: "Pin the Handle on the Umbrella." Adapt the game of "Pin the Tail on the Donkey."

REVIEW: Children draw characteristics of consonants which are collected. Then each child chooses one characteristic and wears it pinned to his shirt and acts as that Letter Person. Each child has a turn to play. A child wearing the characteristic of *funny feet* approaches Little Miss U, saying, for example, "I am Mr. F. I have funny feet. Who are you?" Little Miss U says, "I am Little Miss U. I have an *umbrella.* I say *ŭ.*" The object of the game is to review consonants and their characteristics and have children reproduce the short *U* sound. Continue the game as long as interest is sustained, allowing children to change roles.



OBJECTIVES

General

- Reviewing the five vowels.
- Discriminating among the five vowel sounds in words.
- Writing and spelling short-vowel words from dictation.
- Testing and evaluating skills related to the letter *U*.

Specific

- Play "Stop the Needle."
- Decode words having different vowels.
- Listen to words and decode them.
- Spell words.
- Make sure of Miss U.

MATERIALS

Replicas of *A, E, I, O, U;* Chatter Album, side A, bands 1–5; *Chatterbook* page 36; chalkboards; Duplicating Master 15.

MOTIVATION

Display replicas of *A, E, I, O, U*. Play the game, "Stop the Needle."

DEVELOPMENT

Place the phonograph needle anywhere on the first five bands of the record. After it has played for a few seconds, the children guess to whom the story belongs. (Full procedure on *Guide* p. 80.)

CHATTERBOOK page 36. Break the code. (Complete procedure is on *Guide* p. xv.) Explain that for the word *up,* the starting box has to remain empty because the little girl's sound has to go in the belonging box. Encourage children to work independently when they are ready.

QUICK CHECK: *What vowel do you hear in* ***fun, sob, sat, met, hip?***

CHALKBOARD PRACTICE: *Today we will decode the whole word. Three clue boxes will be filled for every word we hear. Then we will spell the word. Draw three clue boxes. Remember, the middle belonging clue box is bigger than the others.*

The first word is ***sun.*** *To fill the big belonging clue box, we have to decide to whom the word belongs. When you hear the word again, listen for the little girl.* Repeat *sun* (stressing short *U*). *Who is the little girl?* (Miss U) *Put* **U** *in the big belonging box. Listen to the word again, and decide who starts the word.* Repeat *sun,* stressing the initial sound. *Whose sound starts the word? (S) Put* **S** *in the starting clue box. Listen to the word again and decide who ends the word.* Repeat *sun,* stressing the final sound. *Who ends the word? (N) Put* **N** *in the ending clue box.*

Now let's look at our clue boxes together and spell the word ***sun.*** *How do we spell a word?* (When we spell a word, we say the letters in order as they are in the clue boxes.) *First we see* **S,** *then* **U,** *then* **N.** *Say the letters to yourself and spell the word* **S-U-N.** *Now let's spell the word aloud together.* A volunteer may use the word in a sentence. Erase the chalkboards after the completion of each word. Continue with the words *pot, pit, mat, ten, hop, hut, nap, tip, fit, bus, pan, men.*

HOMEWORK OR FOLLOW-UP: *Write some of the words on Chatterbook page 36 from memory. Remember how to spell them.*

SUMMARY

Elicit the following conclusions: We break the code by filling the clue boxes. First we fill the big belonging clue box that tells us to whom the word belongs. Then we fill the starting clue box that tells us who starts the word, and then we fill the ending box. When we spell, we say the letters in the clue boxes in order: starting clue box, belonging clue box, ending clue box.

ENRICHMENT

A DAY FOR MISS U: Suggestions: Umbrella Day (Children bring umbrellas to school.) Ugly Day (Children make "ugly" masks.)

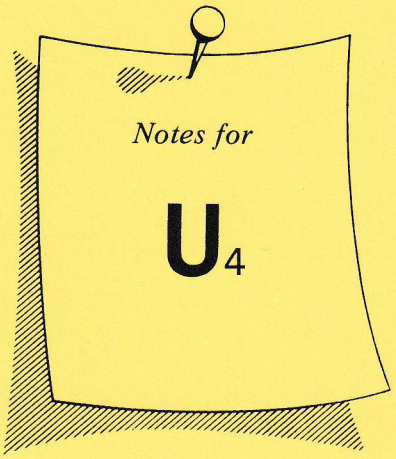
A BOX FOR MISS U: Suggestions: Upside-Down Box (Draw things that are upside-down.)

TEST

Let's make sure of Miss U: Use Duplicating Master 15. For detailed analysis of this test see *Guide* p. 71. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Miss U's special feature.
2. Draw a line under the pictures that start with Miss U's *umbrella* sound.
3. Write a *U* in front of all the words that begin with *U*.
   Write an *O* in front of all the words that begin with *O*.
   Write an *I* in front of all the words that begin with *I*.
4. Listen to the words. If the word starts with Miss U's *umbrella* sound, put a check over the *U* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *umbrella* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *ant,* (2) *up,* (3) *ox,* (4) *uncle,* (5) *under.*
5. Decode the words listed.
6. Draw a circle around the words that belong to *U*.
7. Draw a circle around each word that starts with *H* and belongs to *U*.
8. Draw a circle around each word that ends with *M* and belongs to *U*.
9. Underline the word that matches the picture.
10. Write the word that goes with the picture.



OBJECTIVES

General

- Reinforcing the concept that all the letter sounds in a word should be connected without a break.

Specific

- See how Miss U makes the boys stop using her sound.

NOTE: Sometimes, in spite of frequent reminders not to break a word between letters, children will persist in doing so. The following episode will reinforce the idea of not separating letter sounds within a word.

MATERIALS

Replicas of *A, E, I, O, U,* 5 index cards (5″ x 8″), 5 ice cream sticks.

MOTIVATION

Insert replica of Miss U in easel, and tape replicas of *A, E, I, O* to board as if they were walking a picket line. Each of the four vowels on the board is carrying a picket sign made from an index card and an ice cream stick.

Signs say:

NO WORDS TODAY
GIRLS ON STRIKE
BOYS ARE UNFAIR
BOYS! DON'T SNATCH MISS U'S SOUND ($\breve{u}$ is a girl's sound)

DEVELOPMENT

Talk about a strike, and encourage children to tell of strikes they have seen or heard about. If they do not know what a strike is, explain that to strike means to stop working because the workers are dissatisfied with their working conditions. Encourage children to think about why the girls are on strike. Tell them that Miss U will tell them why. Point to Miss U and let her tell the following story:

> I am Little Miss U. It is because of me that there are no words today. The boys are very unfair to me. All my sisters agree. When I first came to Letter People Land, I had no sound. Then the boys found a sound for me. They told me to take the $\breve{u}$ from *umbrella*, and $\breve{u}$ would be my sound. I agreed, and practiced and practiced until I learned it. I was ready to stand in a belonging box and use the $\breve{u}$ sound. Then it happened! My sound was snatched. That's right, snatched. I'll tell you how I found out about it.
>
> The boys and girls were working on a *Chatterbook* page and were ready to break the code. The first word was *top*.

Write the word *top* in clue boxes on the board.

> Little Miss O was in the belonging box, Mr. T was in the starting clue box, and Mr. P was in the ending clue box. Does anyone see Little Miss U in the word? No, I'm not there. Now just listen. I listened as the Letter People sounded off. Jumping umbrellas! I couldn't believe my ears. I heard my sound. *My* sound was snatched. I listened again, and this is what I heard: *tuh-ŏ-puh*. That's right: *tuh-ŏ-puh*. My sound was snatched twice. I tried

not to get angry. Well, maybe I was a little angry. I said, "Clue boxes, sound off again!" And again, I heard: *tuh-ŏ-puh*. My sound was snatched. Then I called for a meeting of the Letter People.

I went to speak to Mr. T. I said "Mr. T, your sound comes from *tall teeth*. The *tall teeth* sound belongs just to Mr. T. It starts the word *top*. Little Miss O is the girl to whom the word belongs. She is the girl standing in the belonging box. It is only your sound catching her *ŏ* sound that should be heard. Please remember that, and sound off again."

Jumping umbrellas! I heard it again: *tuh-ŏ*. I said to Mr. T, "Really, Mr. T, do you see Miss U in the word? No, I am not there. Why are you using my sound? Mr. T, you must catch Little Miss O's sound without snatching Little Miss U's sound. The sound should be *tŏ*. Now say it right and don't snatch my sound." Mr. T said, "*tŏ*." And I said, "That's much better!"

Then I said to Mr. P, "Now, Mr. P, put your sound at the end. Don't snatch my sound. *P* is the last letter in the word. U is not after it. Don't let me hear my *ŭ* sound. I'm not there."

Jumping umbrellas! Boys and girls, he did it again. He said, "*puh*." So I said to Mr. P, "It's not *tŏ-puh*. It's *top*. Remember to make your mouth stay closed after you sound off, Mr. P."

Boys and girls, I need help. I can't be here and there and everywhere to be sure my sound is not snatched. Please help me. Whenever you are sounding off, please be sure not to let any boy snatch the *ŭ* sound. The *ŭ* sound belongs to me, Little Miss U. It's a girl's sound. If I want to, I'll let my sisters use the *ŭ* sound, but never any of the boys! *ŭ* is a girl's sound.

NOTE: This rationale will explain the use of the schwa, as in *a* and *the*.

If a child tacks the "uh" sound onto a consonant, stop him by reminding him not to be a "sound snatcher." He must not snatch Miss U's *ŭ* sound. Remind the children that it is hard for the boys to make their sounds alone. It is easier when they catch the sound of the girl in the belonging box.

Write the word *fat* on the board, with each letter in its proper clue box. *Look at the word. Mr. F can make his sound without being a sound snatcher. All he has to do is catch Little Miss A's* ***ă*** *sound. Who wants to show him how? It's fine for him to catch Miss A's sound because she's in the belonging box. Now Mr. F understands that he must say* ***fă****. He must not say* ***fuh-ă****. He is working with Miss A. Miss U is not there.*

Mr. T ends the word. It is hard for him to make his sound because he has no little girl after him. He must make the ***T*** *sound without snatching Little Miss U's sound.* Once again, remind children not to let their mouths open again after they are closed. *Let's put the sounds together and listen to make sure we didn't snatch Miss U's sound. Let's all say* ***fat****.*

QUICK CHECK: Put one of the following short U words on the board: *fun, but, hum, tub*. This time, the first letter must catch Miss U's sound. Have the children discover the reason the *ŭ* sound is heard. *Is this sound snatching?*

Write the list of words that follow on the board, and call on children to write them in clue boxes and then to say them without "sound snatching"—*bug, hen, tap, van, zip, set.*

HOMEWORK OR FOLLOW-UP: Draw a picture of the Vowel Strike. Show how Miss U feels when her sound is snatched by a boy.

SUMMARY

Elicit the following conclusions: The boys working in a word must catch only the sound of the girl working in that word. They should not snatch Miss U's sound unless she is working in that word.

ENRICHMENT

Miss U's story is fun to act out either with puppets or as a playlet. Encourage children to use their own words, while keeping the main idea of the story.

Notes for

Review

OBJECTIVES

General

- Reviewing all vowels and their characteristics.
- Testing and evaluating discrimination among the five vowels.

Specific

- See a filmstrip.
- Make sure of the vowels.

MATERIALS

Filmstrip "Vowel Howl," Duplicating Master 16.

MOTIVATION

We have met all the girls. Let's celebrate!

DEVELOPMENT

The vowel girls are impersonating real people. Let's see if we can guess which Letter Person each girl is. Show the filmstrip. Suggested discussion questions for each of the 12 frames are as follows:

Frame 1: (Read the title to the children. Discuss as needed.)

Frame 2: *What time of day is it?* (night) *How can you tell?* (darkness, moon) *How many beds are in the room?* (five) *How many girls are sleeping?* (four) *What is on the first night table?* (tissues) *The second?* (nothing) *The third?* (pink itching lotion) *The fourth?* (a mirror) *The fifth?* (an umbrella) *Who do you think is sleeping in the first bed that has the tissues next to it?* (Miss A) *Who might be the person using pink lotion in the third bed?* (Miss I)

Proceed as above, eliciting that Miss O is in the fourth bed and Miss U is in the fifth.

Who belongs in the empty bed? Who is missing? (Miss E) *How do you know?* (*E* is the only missing vowel.)

Frame 3: *How can you tell the window is open?* (curtain flying) *What is the little girl doing?* (exercising) *Why is she exercising in front of an open window?* (It's healthful.) *What kind of night is it?* (windy)

Frame 4: *Who woke up?* (Miss A) *What is she doing?* (sneezing) *What made her wake up?* (cold wind)

Frame 5: *Who woke up here?* (Miss I) *What is she doing?* (itching) *What do you think woke her?* (Miss A's sneezing) *Who else woke up?* (Miss O) *What is she up to?* (practicing her ŏ ŏ ŏ)

Frame 6: *Who is awake now?* (Miss U) *What woke her?* (Miss O's ŏ ŏ ŏ practicing, Miss A's *ă'choo,* and the cold wind from Miss E's exercising.) *Does she like to be awakened?* (no) *How can you tell?* (expression on her face) *What is she doing?* (hitting the girls)

Frame 7: *What can you tell about the boy in the street?* (He has long hair and a whistle around his neck.) *Who do you think he is?* (Mr. H) *What clue do you have?* (a boy with long hair) *What is he doing?* (looking at the window) *What do you think he hears?* (the girls) *How can you tell he hears a lot of noise?* (His hands are over his ears.)

Frame 8: *What does Mr. H see?* (all the girls fighting) *Discuss the details of the fight. What do you think will happen next?*

Frame 9: *What does Mr. H do?* (blows his whistle) *What do the girls do?* (stop fighting)

Frame 10: *How do the girls look?* (ashamed of themselves) *Why do they look this way? What do you think Mr. H is saying?* (Encourage free speculation.)

Frame 11: *What have the girls agreed to do?* (go back to sleep quietly)

Frame 12: The End.

QUICK CHECK: How do we recognize Miss A? *(ă'choo)* Miss E? *(exercise)* Miss I? *(itch)* Miss O? *(ŏ ŏ ŏ)* Miss U? *(umbrella)*

HOMEWORK OR FOLLOW-UP: *Make up a story in which a vowel girl is a real person.*

SUMMARY

Elicit from the children: We have met the five vowels *(A, E, I, O, U)* and we can tell when a word belongs to each of them.

TEST

Use Duplicating Master 16. Instructions are as follows:

1. a. Underline the word that belongs to *A* on the line marked *A*.
   b. Underline the word that belongs to *E* on the line marked *E*.
   c. Underline the word that belongs to *I* on the line marked *I*.
   d. Underline the word that belongs to *O* on the line marked *O*.
   e. Underline the word that belongs to *U* on the line marked *U*.
2. Decode the words.
3. Draw clue boxes and decode the words.
4. Review the five illustrations (fish, bat, pot, net, nuts). Then instruct the children to write the letter to whom the picture (word) belongs under the corresponding picture.

Notes for

Squoosh

OBJECTIVES

General

- Combining initial and final consonant sounds.
- Introducing the concept of the "squoosh" box.
- Dictation of words with blends in initial or final position.
- Establishing a routine for spelling.

Specific

- "Squoosh" the sounds of consonants.
- Fill the squoosh boxes with more than one consonant.
- Spell words that have squooshes at the beginning or end.

MATERIALS

A square piece of paper about 12″ x 12″, cellophane tape, *Chatterbook* page 37, colored chalk, chalkboards.

MOTIVATION

Tape the square of paper to the floor, and give several children a chance to stand on this "clue box."

DEVELOPMENT

The children who stand alone in the box should agree that they feel comfortable in it. Let two children stand on the paper clue box. Elicit the reaction that they feel squeezed, bunched or *squooshed*. Then, let three children try to stand on the 12-inch paper clue box, and show that they are squooshed. *How do you think letters feel when they are squooshed together in one clue box? What will they have to do with their sounds?* (If they are squooshed, their sounds will be squooshed.)

Draw three clue boxes on the board. Write the word *stop* under them. A volunteer may fill the belonging and ending boxes. *What goes in the starting box? There are two letters before the vowel. They will both have to squeeze together in the starting box. Then they will have to "squoosh" their sounds. How can we change the box to remind us that the letter sounds in that box must always be squooshed?* Encourage some children to draw a box that looks "squooshy." Draw a squoosh box in place of a regular starting box and let a volunteer write the letters *S* and *T* in it.

Let the clue boxes sound off and break the code. Remember that in a squoosh box, the sounds must be squooshed together. Who can squoosh the ***S*** *and* ***T*** *sound and join the* ***O*** *sound? Let's all say* ***stŏ.*** *Now let's all say* ***stop.*** Repeat the procedure with *stem* and *spot.*

QUICK CHECK: *What happens when there are two letters in one box?* (Their sounds are squooshed together.) *What is the name of a clue box that has more than one letter in it?* (squoosh box)

CHATTERBOOK page 37A. Discuss the appearance of the squoosh boxes. *Look at the first word* ***(step).*** *What part of the word will have a squoosh sound?* (first part) *To whom does the word belong? (E) Put the letter* ***E*** *in the big belonging box. There are two letters before the* ***E,*** *so we have a starting squoosh sound. What letters shall we put in the starting squoosh box? (S* and *T) Put* ***S*** *and* ***T*** *(ST) in the starting squoosh box. What letter ends the word? (P) Put* ***P*** *in the ending box. Now we are ready to break the code. Remember to squoosh the sounds for* ***S*** *and* ***T*** *together. Who can put the beginning squoosh sound, belonging sound and end-*

ing sound together? Be sure the sounds are joined together; don't break them in the middle of the word. The word is _____. *(**step**)* Check to be sure that the children squoosh the sounds together, rather than saying each letter sound in isolation. Proceed as above for the first five words on the page.

NOTE: This is a good place to stop if the class is restless.

Using colored chalk, write on the board the letter combinations *ST, SP, SN. Look at the squoosh letters. Think of a word or name that begins like one of the squooshes on the board. (e.g., stop, Steven, spin, Spain, snow, snap) When you think you know one, come to the board, point to the squoosh and say the word. If your word is correct, you may draw a squoosh box around the squoosh sound.* Erase all squoosh boxes except the box containing *ST*. Write the word *step* next to the clue box and draw a line under the *ST*. *In what part of the word is the **ST** squoosh?* (the beginning of the word)

Write the word *fast* on the board next to *step*. Draw a line under the *ST*. *In what part of the word is the **ST** squoosh now?* (at the end) *Where will the squoosh box have to be?* (at the end) A volunteer may draw the appropriate clue boxes. *Be sure the ending box is a squoosh box. Break the code. Fill the belonging clue box. Is the starting clue box a squoosh?* (no) *Why not?* (Only one consonant appears before *A*.) *The ending sound goes in the ending clue box. What sound ends the word? (st) What letters make that sound? (S* and *T) How shall we fill the last clue box? What did we do when two consonants started the word?* (We put them in a squoosh box.) *What kind of ending box will we need?* (ending squoosh box) *Fill the ending squoosh box. Clue boxes sound off! Don't break the word. Starting clue box and belonging clue box, let's hear what you say. (fă) Ending squoosh box, what do you say? (st) Put all the sounds together, and read the word. (fast)* Repeat the procedure with the word *hunts* in which three letters squoosh at the end of the word.

QUICK CHECK: *How do we decode a word that has more than one letter after the vowel?* (We put those letters into a squoosh box.) *What happens to the sound of letters in a squoosh box?* (Their sounds are squooshed together.)

CHATTERBOOK page 37B. Lead children in decoding the last four words on the page by adapting the procedure above. Be sure the squoosh boxes have at least two letters in them. Note that in the word *fists,* there will be three letters in a squoosh box.

CHALKBOARD PRACTICE: Let the children practice making squoosh boxes. (The exact shape is not important.) After several drawings have been made, direct children to erase boards and prepare for practice with words.

Draw a starting squoosh box, a belonging box, and an ending box on your board. Now listen to the word. Remember the sound is the clue. Don't write; just listen and decide to whom the word belongs. The word is ***step.*** (Repeat the word, emphasizing the short vowel sound.) *What little girl's sound do you hear? (E) How do we know Little Miss E says ĕ?* (from *exercise*) *Put the letter **E** in the belonging box. Now listen for the starting squoosh.* (Repeat the word *step,* emphasizing *st.*) *What sounds did you hear? (st) What letters make the **st** squoosh sound? (S* and *T) Put **S** and **T** into the starting squoosh box. Now listen for the ending sound.*

Repeat the word, emphasizing the ending sound *P. What did you hear? (P) Clue boxes sound off! Read the word.*

Continue dictating any of the words on *Chatterbook* page 37, adapting the procedure on *Guide* p. xv.

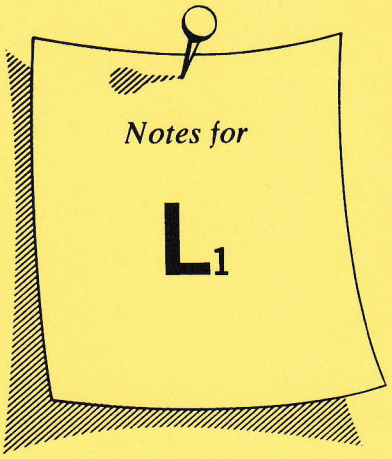
HOMEWORK OR FOLLOW-UP: *Cut words with beginning or ending squoosh letters from magazines and newspapers. Circle the squoosh, and paste the words in your notebook.*

SUMMARY

Elicit the following conclusion: When two or more letters stand before the belonging letter, their sounds must be squooshed together when spoken. If more than one letter follows a girl's sound in a word, the sounds must be squooshed together. The squooshed letters go into one squoosh box.

ENRICHMENT

Children may divide into small groups. One child dictates words that have been decoded in the *Chatterbook*. Other children write words on chalkboards. Children may take turns dictating words.



OBJECTIVES

General

- Introduction of the Letter Person L and his characteristic, *lemon lollipops*.
- Recognition of the initial *L* sound in words.
- Association of *L*'s lemon lollipops with words that start with *L*.
- Introduction of written symbols for the letter *L*.

Specific

- Meet Mr. L and his *lemon lollipops*.
- Find pictures of things that start with the same sound as lemon lollipops.
- Write big and little *L*.

MATERIALS

Six ice cream sticks, cellophane tape, colored chalk, Letter Meeting Greeting Packet *L*, replica of Mr. L, Alphabet Sheets, *Chatterbook* page 38A, crayons.

MOTIVATION

Tape six ice cream sticks to the blackboard.

DEVELOPMENT

Lollipops! Lollipops! Different colors! Different sizes! Different shapes! Discuss different shapes, flavors and colors lollipops may have. Then, using different colored chalks, let volunteers draw different kinds of lollipops on the sticks on the board.

Today we are going to meet someone who is made out of lollipops. Distribute *L* Letter Meeting Greeting Cards. Discuss the appearance of Mr. L and his lemon lollipops. Note the lollipop hair and other lollipops on Mr. L's body. Mr. L's hand is holding a lollipop. *How can you tell the lollipop is lemon?* (It's yellow.)

Display the replica of Mr. L, and read Mr. L's verse:

Lovely lemon lollipops just for Mr. L;
L loves his lemon lollipops very, very well.
Lollipops, lollipops, lovely to lick,
Lollipops, lollipops, on a lollipop stick.

Children may repeat lines with you. The children now compare the large replica of Mr. L with that on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 38A. Discuss all the illustrations: (1) ladder, (2) lion, (3) leg, (4) lollipop, (5) fan, (6) lemon, (7) lamp, (8) button. Check the pictures of things that start with Mr. L's sound. Children may take turns saying:

Mr. L has a lemon lollipop.
I hear Mr. L's sound in *ladder*.
Mr. L has a lemon lollipop.
I hear Mr. L's sound in *lion*.

Continue this procedure for the remaining part of the page. When all pictures are checked, children may color them with a crayon (*Guide* p. xiv).

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. L) *What helps us remember his sound? (lemon lollipop) What are some things that start with the* **L** *sound? (ladder* and *lion)*

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate, and encourage children to practice writing big and little *L,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Find pictures of lollipops or draw different kinds of lollipops and paste in notebooks. Write more* **L***'s.*

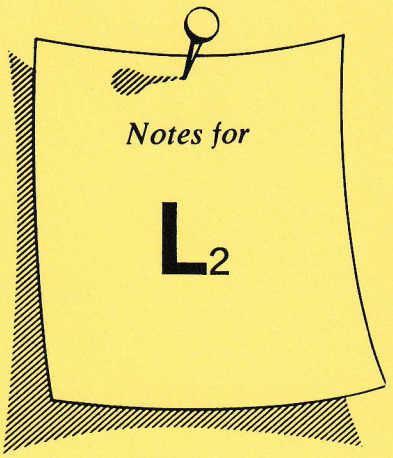
SUMMARY

Elicit the following conclusions: Mr. L has lemon lollipops. You can hear the *L* sound in *lemon lollipop*. There is a big and a little *L*.

ENRICHMENT

ART: Make big lemon lollipops by pasting two 5-inch yellow circles back to back over the end of an ice cream stick or tongue depressor. Children may decorate them with crayons.

NOTE: These lollipops can be used in the lesson following.



OBJECTIVES

General

- Reviewing auditory discrimination among initial consonant sounds learned so far.
- Auditory recognition of the initial sound for *L* in words.
- Visual recognition of capital and small *L* in words.

Specific

- Listen to words and write the letter *L* if the word begins with *L*.
- "Lick" a lollipop every time the sound for *L* is heard in words.
- Circle words starting with *L* (capital and small).

MATERIALS

Yellow chalk, *Chatterbook* pages 38B and 39, a lemon lollipop for each child (real or made of a yellow circle and an ice cream stick), poem "Laughing Lily" (written on board), replica of Mr. L.

MOTIVATION

Several very large big and little *L*'s in broken lines are drawn on the board (preferably in yellow chalk).

DEVELOPMENT

Choose volunteers to say a word that begins with the sound for *L* and to connect the lines of one of the letters on the board.

CHATTERBOOK page 38B. Discuss the letters in broken lines on the lollipop characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *L*. If it does, they connect the broken lines of the letter *L*. If the word does not begin with *L*, they put an *X* over the box. Use the following words: (1) *lollipop,* (2) *lunch,* (3) *late,* (4) *laundry,* (5) *lemon,* (6) *umbrella,* (7) *lipstick,* (8) *lesson.* (Complete lesson procedure is on *Guide* p. xiv.)

Ideally, if local school regulations permit, each child should be given a real lemon lollipop for the following exercise. However, lollipops made of yellow paper circles and ice cream sticks will suffice. Tell the class that *Mr. L sent lovely lemon lollipops to lick, but you can lick only when you hear Mr. L's sound. What helps us remember his sound?* (lemon lollipops) *Are you ready to lick? Take one practice lick.* Before reading the poem "Laughing Lily," make sure children understand what a water lily is. Then read the poem, stressing words with initial *L* sound. Pause long enough for children to lick lollipops.

LAUGHING LILY

There's a laughing lily on the lake
Looks like someone's made a mistake.
There's lilting laughter on lawn and hill;
Laughing Lily won't be still.
Keep quiet, laugher; don't act silly!
A laugher can not be a lily.

QUICK CHECK: *How can we remember the sound for L?* (from *lemon lollipops*) *What are some words that begin with the L sound?* (*lily* and *laughter*) Read the

words below, one at a time. If children hear the *L* sound starting the word, they are to raise the purple circle on their *Chatterbooks;* if they hear another sound, they are to raise the yellow circle. Words: *logs, river, live, young, lump.*

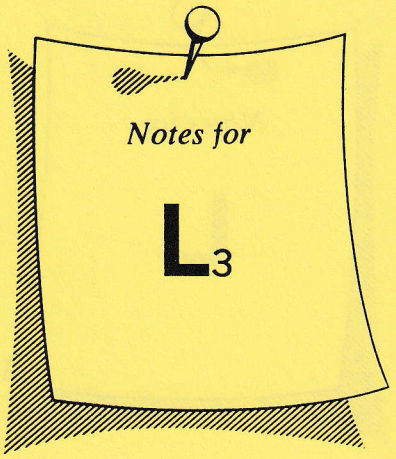
CHATTERBOOK page 39. Direct the children to find all the words in the poem that start with *L* and draw a lollipop around each. When children have finished, check work by having volunteers underline the initial *L* words in the poem on the board. They may then illustrate the poem.

Discuss suggestions for objects that would be appropriate for Mr. L's bag. *(e.g., lipstick, lamp, lard)*

HOMEWORK OR FOLLOW-UP: *Fill paper bags with pictures of objects starting with the* **L** *sound. Cut out words that begin with* **L** *and paste in notebooks.*

SUMMARY

Elicit the following generalization: Many words in the poem "Laughing Lily," such as *lake* and *lawn,* start with *L.*



OBJECTIVES

General

- Reinforcing association of the letter *L* with the initial sound for *L*.
- Reading one-syllable, short-vowel words starting with the *L* sound.
- Writing and spelling words that start with *L*.

Specific

- Show contents of Mr. L's bags and decide which objects are suitable.
- Draw pictures that start with the sound for *L*.
- Break the code of words starting with *L*.
- Write and spell words that start with *L*.

MATERIALS

Chart paper, crayons, *Chatterbook* page 40, chalkboards.

MOTIVATION

Form committees, about 6 in a group.

DEVELOPMENT

In small groups, children may discuss pictures and objects in Mr. L's bags they have brought from home. They should evaluate objects, deciding whether or not each is suitable for Mr. L. Discuss why an object is suitable or why not. (Only objects starting with the sound for *L* are suitable.) Volunteers may show and discuss favorite items they have brought from home.

Draw a large outline of a "bag" on chart paper or on the blackboard. Each child is given a chance to draw an object for Mr. L's "bag." The child identifies his picture and says, "This is a picture of a l_____. It belongs in Mr. L's bag because it starts like his *lemon lollipop.*"

CHATTERBOOK page 40. Break the code, following procedure on *Guide* p. xv. Be sure children are aware of ending squoosh boxes.

QUICK CHECK: Read the names of objects listed below, one at a time. If the object is right for Mr. L's bag (*i.e.,* if its name begins with *L*), children raise the purple circle on their *Chatterbooks*. If the name begins with another sound, they raise the yellow circle on their books. Objects: *letter, lamp, rope, leaf.*

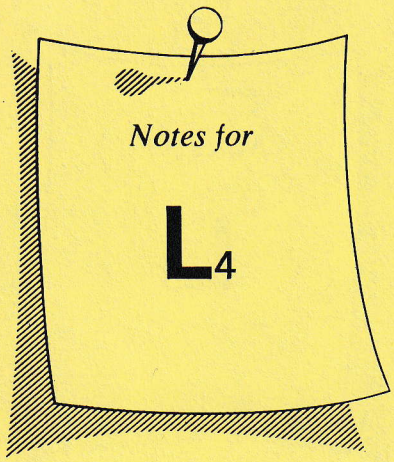
CHALKBOARD PRACTICE: Children draw three clue boxes—the starting box, the belonging box and the ending box—on their chalkboards. Dictate any of the words on *Chatterbook* page 40, following procedure on *Guide* p. xv.

QUICK CHECK: *Which letter in the word* **let** *goes in the starting box? (L) Which letter in the word* **lot** *goes second? (O) Which letter in the word* **lip** *goes last? (P)*

HOMEWORK OR FOLLOW-UP: *Find three-letter words that start with* **L** *in newspapers or magazines. Paste them in notebooks and then decode.*

SUMMARY

Elicit the following conclusions: We can recognize, write and spell words starting with the letter *L*. Some examples are: *lip, lamp, lot.*



OBJECTIVES

General

- Introducing the concept that doubled consonants at the end of a word have one sound and go in a one-sounding-ending squoosh box.
- Decoding words in which *L* is part of a beginning or ending squoosh.
- Decoding words that end with *all*.
- Testing and evaluating skills related to the letter *L*.

Specific

- Learn about the one-sound-ending squoosh box.
- Break the code of words in which *L* is part of a squoosh.
- Break the code of words that end with *all*.
- Make sure of Mr. L.

MATERIALS

Chatterbook pages 41 and 42, replicas of *A* and *L*, Duplicating Master 17.

MOTIVATION

Draw the outline of a bell on the board, and write the word *bell* below it.

DEVELOPMENT

Let everyone say *bell* several times. Instruct children to look at the word and decide what kind of clue boxes are needed for it. Start the decoding procedure for the word *bell*. Volunteers may draw clue boxes on the blackboard. One child may fill the big belonging clue box. Another child may fill the starting clue box. There are two letters left. They are the same letters repeated. *Let's think about what kind of ending clue box is needed for the two* ***L****'s. How many sounds do you hear at the end of* ***bell****?* (one *L* sound) *Is it a squooshed sound as in the word* ***belt****?* (no) *How are these two ending letters different from two squooshed letters?* (The same letter is repeated but it makes just one sound.) Repeat the word *bell*. *What sound is at the end? (L)* Explain to children that when the ending squoosh box is filled by two letters that are the same, they make only one sound. Encourage the children to think of a good name for an ending squoosh box when it is filled by two of the same letters that make just one sound. Hopefully the children will agree that "one-sound-ending squoosh box" is an appropriate name. Draw a one-sound-ending squoosh box on the board. Then write the word *loss*, and follow the decoding procedure used for the word *bell* to show that the double *S* makes one *S* sound.

QUICK CHECK: *What special "squoosh" box did we learn about today?* (one-sound-ending squoosh) *How is it different from other ending squoosh boxes?* (It has two of the same letters that make one sound.)

CHATTERBOOK page 41. Break the code. The first word has been decoded. Draw attention to the shape of the one-sound-ending squoosh box. Demonstrate the decoding procedure as for *bell*. (Complete procedure on *Guide* p. xv.)
In introducing the sound for *all*, use replicas of *L* and *A* as speakers.

Miss A: Mr. L, I am angry. I saw the *Chatterbook* page the children had in which you, Mr. L, were in a one-sound-ending squoosh, but never did you use a word that belonged to me. (Direct the children to look at *Chatterbook* page 41 ex. 1–5.) Mr. L, do you think that is right? I'm so angry that I'll never stand in the belonging box when you are in a one-sound-ending squoosh box.

Mr. L: I didn't forget you. I do want to make words with you.

Miss A: No, no, no. I will *not* make any words with you when you are in a one-sound-ending squoosh box.

Mr. L: I have an idea. If you will make a word with *L* and *L*, we can *all* stand in one belonging box.

Miss A: *All* together in the belonging box? *All* together? But what sound will we make? We're not in a squoosh box so we can't squoosh.

Mr. L: That's true. Since we're *all* together, *A*, *L* and *L* could say *all*.

Miss A: I agree, *A*, *L*, *L* all together in the belonging box say *all*, and our clue box will be called the "all belonging box."

CHATTERBOOK page 42. Break the code. Discuss appearance of the *all belonging box*. The box is as tall as the belonging box, but wider.

HOMEWORK OR FOLLOW-UP: *Start a list of words needing a one-sound-ending squoosh box in notebooks. Write a list of* **all** *words.*

SUMMARY

Elicit the following conclusions: When the final letter in a word is doubled the two letters make one sound. *A* and double *L* make the sound *all*.

TEST

Let's make sure of Mr. L. The following skills are included in the test:

1. Associating the Letter Person with his characteristic.
2. Associating the letter sound with pictures of objects whose names begin with the sound.
3. Discrimination between initial letters in words; writing the letter.
4. Auditory recognition of the letter sound in the initial position in words.

5–7. Decoding and word analysis.

8. Word recognition.
9. Spelling.

Be sure the children can identify all illustrations. Instructions for each exercise are as follows:

1. Draw a line under Mr. L's special feature.
2. Draw a line under the pictures of objects that start with Mr. L's *lemon lollipop* sound.
3. Write an *L* in front of all the words that begin with *L*. Write a *U* in front of all the words that begin with *U*. Write an *O* in front of all the words that begin with *O*.
4. Listen to the words. If the word starts with Mr. L's sound from *lemon lollipop*, put a check over the *L* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *lemon lollipop* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *let*, (2) *luck*, (3) *ram*, (4) *lap*, (5) *lady*.
5. Decode the words listed.
6. Draw a circle around each word that starts with *L* and belongs to *A*.
7. Draw a circle around each word in which *L* squooshes.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.

Notes for

D_1

OBJECTIVES

General

- Introduction of the Letter Person D and his characteristic, *delicious doughnuts.*
- Association of *D*'s doughnut sound with words that start with *D.*
- Introduction of written symbols for the letter *D.*

Specific

- Meet Mr. D and his *delicious doughnuts.*
- Find pictures of things that start with the same sound as *delicious doughnuts.*
- Write big *D* and little *d.*

NOTE: Small *d* is often confused with small *b*. Help children distinguish between them by showing that big *B* may be made from the small *b,* but not from the small *d.*

MATERIALS

A small doughnut or facsimile cut out of brown construction paper for each child, Letter Meeting Greeting Packet *D,* replica of Mr. D, Alphabet Sheets, *Chatterbook* page 43A, crayons.

MOTIVATION

Draw a big doughnut on the board. Distribute small doughnuts (real or pretend). Discuss different kinds of doughnuts.

DEVELOPMENT

Tell children they are about to meet a person who is made out of doughnuts.

Distribute Letter Meeting Greeting Cards for *D*. Discuss the appearance of Mr. D and his delicious doughnuts. Note the doughnut head. Display the replica of Mr. D and read the verse:

Mr. D had no appetite,
Though he tried to eat with all his might.
Then D decided if he had to eat,
Delicious doughnuts would be his treat.

Let children repeat the lines with you. The children now compare the large replica of Mr. D with that of their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 43A. Discuss all the illustrations: (1) doughnut, (2) doll, (3) tree, (4) dime, (5) bubble, (6) hand, (7) dog, (8) doctor. Then the children may check and color the pictures of objects that begin with the same sound as Mr. D's delicious doughnuts (*Guide* p. xiv).

QUICK CHECK: *What does Mr. D like to eat?* (delicious doughnuts) *How does D get his sound?* (from the sound that starts *delicious doughnuts*) *What are some things that begin with Mr. D's sound?* (doll, dog, dime)

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *D,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Fill a paper bag for Mr. D with objects or cut-out pictures of objects that begin with the* ***D*** *sound.*

SUMMARY

Elicit the following generalization: Mr. D gets his sound from *delicious doughnuts.* Many things begin with Mr. D's sound. (doughnut, doll, dog) We can write big and little *D.*

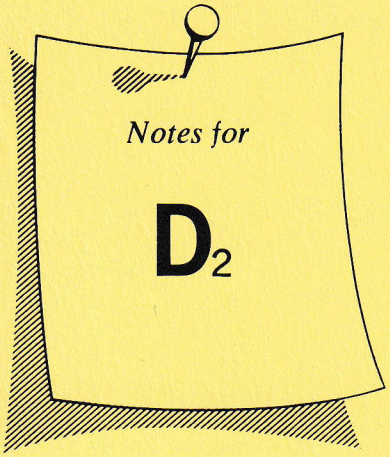
ENRICHMENT

Read and discuss the long version of Mr. D's poem.

MR. D'S DOUGHNUT DIET

When daring D was very sick,
His doctor said, "Eat! You'll get well quick."
So D tried to eat with all his might,
But he didn't have an appetite.
Day in, day out, D had no dinner,
Day in, day out, poor D got thinner.
Dear, dear, said his doctor, poor D might die.
If he doesn't decide which diet to try.
Then D decided, if he had to eat,
Delicious doughnuts would be his treat.
And do you know, that did the trick!
D ate dozens of doughnuts and got well quick.

Illustrate the story of how delicious doughnuts saved Mr. D's life. Create picture stories for the following titles: (1) My Life As A Delicious Doughnut, (2) The Doughnut Machine That Made Square Holes, (3) The Chocolate Doughnut That Could Not Eat Chocolate.



OBJECTIVES

General

- Association of the written symbol for *D* with the sound for *D*.
- Auditory recognition of the sound for *D* in words.

Specific

- Listen for words that start with *D*.

NOTE: The sounds for *D* and *B* are often confused. Be sure children know the difference.

INCIDENTAL LEARNING: Flowers have a variety of colors, sizes and shapes. A flower has a center, petals, stems and leaves.

MATERIALS

Brown chalk, *Chatterbook* pages 43B and 44, drawing paper, crayons, a bunch of white daisies or a picture of daisies.

MOTIVATION

Using broken chalk lines, draw outlines of several doughnuts and of some big and small *D's*.

DEVELOPMENT

What do you think we will see when we connect the broken lines? Vounteers may take turns at pointing to a shape on the board, guessing what it will be, and then connecting lines to see if the guess was correct.

CHATTERBOOK page 43B. Discuss the letters in broken lines on the delicious doughnut characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *D*. If it does, they connect the broken lines of the letter *D*. If it does not begin with *D*, they put an *X* over the box. Use the following words: (1) *daisy,* (2) *dentist,* (3) *tip,* (4) *David,* (5) *dust,* (6) *ball,* (7) *dish,* (8) *doctor*. (Complete procedure is on *Guide* p. xiv.)

The poem "Daisy, Daisy" deals with a white daisy who is dissatisfied with her color. Some children may not be familar with daisies. If you have a bunch of real daisies, let each child or group of children have one. If there are no real daisies available, a picture will suffice. Show it to the children and elicit the thought that a daisy is a very pretty flower.

NOTE: Daisies are naturally white. Pink, yellow and blue daisies are dyed flowers. Talk about other flowers, mentioning color, size, shape, scent, leaves, etc.

Remember how unhappy Mr. N was with his noisy nose because it made him different? Today you will hear a story about a little daisy who is unhappy. Read the poem to the children.

DAISY, DAISY

Dear, dear, I do wish I could go,
To be discovered in a flower show.
If I had a color that was pretty,
I'd dazzle the judges in the city.
If I were a daisy in yellow or pink,
I'd be darling, don't you think?
I do declare that from root to head,
I'd be divine if dappled in red.
I've decided it would even do
If I were all dolled up in blue.
Or I might be picked to go downtown
If I were disguised in deep, dark brown.
Some days I think I would even settle
For just one daring purple petal!
I just don't think it is quite right,
That I should be left all pale and white.

Why is Daisy unhappy? (She doesn't like her color.) *Should she be unhappy? Is a daisy pretty? How would she like to look?* Discuss other flowers and their colors. Suggest that each flower is beautiful in its own way, no matter what the color, and that the more colors there are, the more beautiful the garden or bouquet.

Reread the poem, asking children to listen for all the words that start with the sound for *D* as in *delicious doughnuts*. Every time the *D* sound starts a word, they may bite on their delicious (real or make believe) doughnuts.

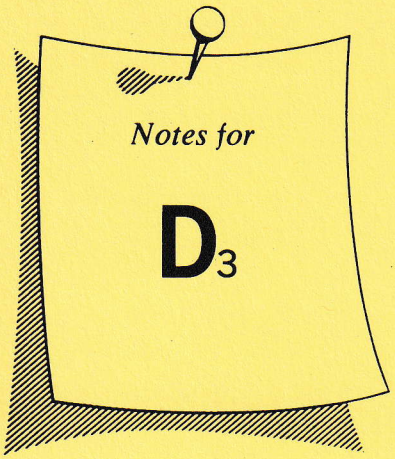
QUICK CHECK: Read the words below to the children. If they hear a word starting with the sound for *D,* they raise the purple circle on their *Chatterbooks*. If they hear a word starting with another sound, they raise the yellow circle. Words: *dig, dip, big, pad, fan, bend, date.*

CHATTERBOOK page 44. Excerpts from the poem "Daisy, Daisy" are on this page. Direct the children to draw a doughnut around each word that begins with the letter *D*. After the work is checked, the children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Draw a big daisy, color it, cut it out and paste in your notebook. Cut out words that begin with the letter D and paste them around the daisy.*

SUMMARY

Elicit the following: Many words in the poem "Daisy, Daisy" (such as *dear* and *daring*) start with *D*.



OBJECTIVES

General

- Reading one-syllable, short-vowel words with *D* in the initial or final position.
- Spelling, from dictation, one-syllable, short-vowel words with *D* in the initial or final position.

Specific

- Break the code for words that begin or end with *D*.
- Spell words that begin or end with *D*.

MATERIALS

Chatterbook page 45, chalkboards. For optional activity: one piece of large construction paper, scissors, crayons.

MOTIVATION

Draw three large doughnuts on the board. Write a word starting with *D* in each doughnut, *e.g., dip, dab, dot.*

DEVELOPMENT

What is the same about these three words? (They start with *D.*) *Who would like to "eat" a doughnut? If you can read the word in one of the doughnuts, you may "eat" a doughnut.* Call on volunteers to read the word and "eat" (erase) the doughnut around the word. Write three more words that end with *D* on the blackboard *(bad, mud, fed). What is the same about these words?* (The words end with *D.*) Volunteers may break the code for each of the words on the board.

CHATTERBOOK page 45. Break the code following the decoding procedure on *Guide* p. xv. The first four words begin with *D*. The rest end with *D*. If children are ready, they should work independently. Note that some words need special clue boxes. No starting box is needed for the word *odd*. If this is not clear, lead to the conclusion as follows: *To whom does the word* **odd** *belong? (O) Put* **O** *in the belonging clue box. What letter starts the word?* (Children should discover that there is no consonant preceding the vowel; consequently, no beginning clue box is needed.) The letter *O* has two jobs: the word belongs to it, and it also starts the word.

QUICK CHECK: Write the words *dug, Dan, doll, lad, bed* on the board. Call on five volunteers, each to decode one of the words on the board.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Follow procedure for dictating and spelling on *Guide* p. xv. Any words from *Chatterbook* page 45 may be used.

HOMEWORK OR FOLLOW-UP: *Make a list of words ending with* **D** *which you can read and spell. Cut out of magazines words you can read that end with* **D**.

SUMMARY

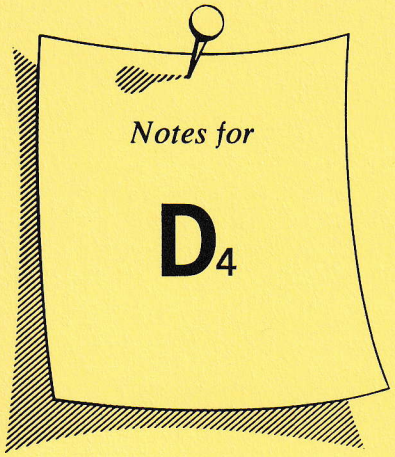
Elicit the following: We can read and spell words that begin or end with *D* such as *did, dull, Ted.*

ENRICHMENT

DECORATE THE DOUGHNUT: Discuss different types of decorations for doughnuts (sprinkles, coconut, chocolate, sugar). Then make a tremendous cut-out doughnut from large construction paper. Ask children to write a word that starts with the sound for *D,* or draw a picture of an object that starts with the sound for *D*. When a child responds correctly, he may decorate a portion of the huge doughnut.

DOUGHNUT MOBILES: Begin with a large doughnut shape. Then, using thread, suspend objects that start with the sound for *D*.

PLAY "DIAL WITH D:" Draw a telephone dial on the blackboard. Children take turns dialing with *D* as follows: "I am dialing with *D*. I am calling (name of child in class). I am thinking of a word that starts like *D's* delicious doughnuts. I am thinking of *dog*." Any word that starts with the letter *D* may be used. (NOTE: The *D* sound in blends such as *dr* in *drop* is different from the regular *D* sound because two consonants are blended together to form a new sound. Therefore children should be told that squooshes beginning with *D* are not accepted.) The child who receives the call must decide whether the word starts with the sound for *D*. If it does, he says, "Yes, you dialed with *D,* because your word *dog* starts like *delicious doughnuts*. Now I will Dial with *D*." If the word does not start with *D*, the child who is supposed to receive the call says, "Wrong number! You didn't dial with *D*."



OBJECTIVES

General

- Reading and spelling one-syllable, short-vowel words with a *D* in consonant combinations.
- Testing and evaluating skills related to the letter *D*.

Specific

- Break the code and spell words that have *D* in an ending squoosh box.
- Make sure of Mr. D.

MATERIALS

Chatterbook page 46, chalkboards, Duplicating Master 18.

MOTIVATION

Draw six "dopey doughnuts" on the blackboard. Each doughnut has scrambled letters in it. When unscrambled, one-syllable words with a *D* blend will be made, *e.g., dnes* (send), *nahd* (hand), *dnolb* (blond). Write the words *send, hand* and *blond* in a column near the dopey doughnuts.

DEVELOPMENT

These are dopey doughnuts. They have all their letters mixed up. We must help them. Call on volunteers to find the word on the list that will unscramble the letters on one of the dopey doughnuts. Another child may then read the word and use it in a sentence.

CHATTERBOOK page 46. Break the code, following the procedure on *Guide* p. xv. When saying the decoded words, remind the children that they must not break the sounds when putting them together.

NOTE: Remind the children that no starting clue box is needed for *end* and *and,* and that some words have beginning and ending squoosh boxes.

QUICK CHECK: *What are some words that end with the D squoosh sound? (e.g., mend* and *and)*

CHALKBOARD PRACTICE: Follow the procedure for spelling on *Guide* p. xv. Any words from page 46 in the *Chatterbook* may be used.

HOMEWORK OR FOLLOW-UP: *Write a list of words that end with a* ***D*** *squoosh.*

SUMMARY

Elicit the following: We can read and spell words with *D* in the ending squoosh box.

ENRICHMENT

DODGE BALL: For a child to throw the ball, he must say a word that begins (or ends) with the *D* sound.

DOUGHNUT RELAY RACE: Children line up in relay teams. The starting player on

each team holds cardboard doughnuts. Before the doughnut is handed to the next player, the child who is going to receive the doughnut must say a word starting with the *D* sound.

A DAY FOR MR. D: Help children decide what kind of day would delight Mr. D. Suggestions: Disguise Day (Make costumes.), Doll Day (Children bring their dolls.), Duty Day (Each child performs a special duty.), Domino Day, Doughnut Day.

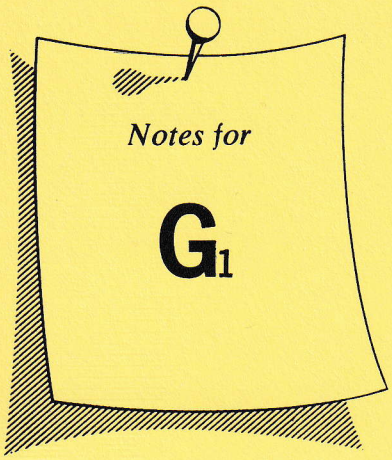
A BOX FOR MR. D: The class may also decide what kind of box would be suitable for Mr. D. Suggestions: Daisy Box (Children decorate and fill a box with daisies.), Doily Box (Children may cut out vari-shaped doilies.), Delicious Box (filled with goodies), Dog Box (pictures of dogs).

TEST

Let's make sure of Mr. D. Use Duplicating Master 18. For complete analysis of this test, see *Guide* p 111. (Be sure children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. D's special feature.
2. Draw a line under the pictures of objects that start with Mr. D's *delicious doughnut* sound.
3. Write a *D* in front of all the words that begin with *D*. Write an *L* in front of all the words that begin with *L*. Write a *U* in front of all the words that begin with *U*.
4. Listen to the words. If the word starts with Mr. D's sound from *delicious doughnuts,* put a check over the *D* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *delicious doughnut* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *dog,* (2) *big,* (3) *dust,* (4) *lamp,* (5) *desk.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *D* and belongs to *A*.
7. Draw a circle around each word that ends with *D* and belongs to *I*.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person G and his characteristic, *gooey gum.*
- Association of *G*'s gooey gum sound with words that start with *G.*
- Introduction of the written symbols for the letter *G.*

Specific

- Meet Mr. G and his *gooey gum.*
- Write big *G* and little *g.*

NOTE: The soft *G* sound is introduced in a later lesson.

MATERIALS

A variety of chewing gum in wrappers (stick gum, bubble gum, etc.), cellophane tape, Letter Metting Greeting Packet *G,* replica of Mr. G, Alphabet Sheets, *Chatterbook* page 47A, crayons.

MOTIVATION

Adhere different types of chewing gum wrappers to the blackboard.

DEVELOPMENT

Gum, gum, gum! Different sizes! Different shapes! Different colors! To whom do you think this gum belongs? Lead children to suggest that the gum belongs to a new Letter Person.

Distribute Letter Meeting Greeting Cards for *G.* Discuss the appearance of Mr. G and his gooey gum. Note his gooey body and that Mr. G is pulling a piece of gum from his mouth.

Display the replica of Mr. G and read the verse:

Gooey gum, gooey gum, goes with Mr. G;
Goodness, gracious, gooey gum is a sight to see.
All day Mr. G chews gum,
Chews until his gums are numb.

Encourage the children to repeat the lines with you.

The children now compare the large replica of Mr. G with that on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 47A. Discuss all the pictures that start with Mr. G's sound: (1) goat, (2) gate, (3) teeth, (4) girl, (5) drum, (6) gum, (7) guitar, (8) hammer. Help children identify the pictures as they take turns saying: "Mr. G has gooey gum. I hear Mr. G's sound in *goat.* Mr. G has gooey gum. I hear Mr. G's sound in *gate,* etc." Children then check the pictures whose names begin with the sound for *G.* Move about the room to check for accuracy and give help in case of error or hesitancy. When correct pictures have been checked, children may color them. (*Guide* p. xiv)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. G) *What helps us remember his sound?* (gooey gum)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *G*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Find advertisements for gum. Cut them out, and paste in notebooks for Mr. G.* If possible, children may be permitted once to show Mr. G how to chew gum properly. They don't "pull" gum the way he does.

SUMMARY

Mr. G has gooey gum. You can hear Mr. G's sound in *gooey gum*. We can write big and little *G*.

ENRICHMENT

GUESSING GAME: Guess what word I can be;
I start with the sound for Mr. G.

A child repeats this verse and pantomimes a word that starts with the *G* sound. Suggestions: *giving, going, gardening, gum, girl.* Children may take turns guessing and acting.

Children may draw pictures of objects for Mr. G's bag, thereby including objects they were unable to obtain otherwise.

SCRAMBLED LETTERS: On the blackboard, draw six sticks of gum with scrambled letters on each stick: (1) *tge,* (2) *asg,* (3) *agg,* (4) *agl,* (5) *ligl,* (6) *tgo.* Ask children to unscramble the letters and make words. Clue: all words start with *G.* Volunteers suggest more words that start with *G* as in *gooey gum.*

Notes for

G2

OBJECTIVES

General

- Auditory recognition of the sound for *G* in the initial position in words.
- Recognition of the letter *G* in words.

Specific

- Listen for Mr. G's sound in words.
- Find words that start with the letter *G.*

INCIDENTAL LEARNING: The Department of Sanitation helps keep the city clean.

MATERIALS

A piece of gum for each child (In lieu of this, a 3 x 5 index card can be cut into gum size strips.), replica of Mr. G, *Chatterbook* pages 47B and 48, "Garson the Garbage Truck" (written on board), crayons, drawing paper.

MOTIVATION

Each child should be given a piece of gum (actual or pretend).

DEVELOPMENT

Display the replica of Mr. G. *Mr. G has sent us this gum to remind us of his sound. Let's all say "gooey gum."*

CHATTERBOOK page 47B. Discuss the letters in broken lines on the *gooey gum* characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether the word begins with *G.* If it does, they connect the broken lines of the letter *G.* If the word does not begin with *G,* they put an *X* over the box. Use the following words: (1) *gas,* (2) *gallon,* (3) *Garson,* (4) *goose,* (5) *donkey,* (6) *gold,* (7) *gallop,* (8) *gay.* (Complete procedure is on *Guide* p. xiv.)

NOTE: If a child mentions the soft *G* sound as in *George,* point out that *George* starts with *G,* but doesn't have the same *G* sound as *gooey gum.* Explain that *G* makes more than one sound. Further explanation at this time should be given only if the child questions further. If so, use the story "How Mr. G Got Another Sound" (*Guide* p. 291).

QUICK CHECK: *How do we remember the sound for Mr. G?* (from *gooey gum*) *What are some words that start with the sound for G? (gas, goose, gold)* Read the words below, and ask children to raise the purple circle on their *Chatterbooks* if they hear Mr. G's sound begnining the word, and the yellow circle if they hear another sound beginning the word. Words: *goat, dial, girl, give, boy.*

NOTE: This is a good place to stop if the class is restless.

Now we are going to chew Mr. G's gum. But we can chew the gum only when we hear Mr. G's sound. What helps us remember his sound? (gooey gum)

Read the poem "Garson the Garbage Truck," stressing the initial sound of words that start with *G.* Pause long enough for children to chew their gum.

GARSON THE GARBAGE TRUCK

Garson the garbage truck is always seen
Near garden and gutter, getting things clean.
Lined up on the street there's garbage galore
By building, garage, and jewelry store.
The garbage machinery makes lots of noise
As it gobbles galoshes and old broken toys.
The garbage collectors are a good crew;
They get all the garbage before they are through.

Discuss the importance of the Department of Sanitation. (They help keep people healthy, and the city clean.)

CHATTERBOOK page 48. *We listened to the poem and chewed gum every time we heard Mr. G's sound starting a word. Now we will look for all the words in the poem that start with G and draw a piece of gum over them.* When work has been checked with the poem on the board, children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Fill a bag for Mr. G.* Dramatize "Garson the Garbage Truck." Children may create oral or pictorial stories on such topics as "Life as a Garbage Truck."

SUMMARY

Elicit the following generalizations: Many words in the poem "Garson the Garbage Truck" start with *G (e.g., good, galoshes).*

ENRICHMENT

Discuss other city departments such as Fire Department, Police Department. A representative of the Sanitation Department may be invited to speak to the children.

GAME: *Go, Go, Goose.* Children form a circle. One child is "Go, Go, Goose." He walks outside the circle, tapping each child, saying "Go, go, go." When he says "Goose", the child tapped chases him around the circle. The object is to see who can get into the vacated space first. The child left out is "it."

Notes for

G3

OBJECTIVES

General

- Reviewing the sound for hard *G*.
- Reading one-syllable, short vowel words with the hard *G* sound.
- Spelling, from dictation, words that have the hard *G* sound.

Specific

- Display contents of paper bags and decide which objects are suitable for Mr. G's bag.
- Draw pictures of things that start with the same sound as *gooey gum*.
- Break the code for words that start with *G*.
- Write and spell words from dictation.

MATERIALS

Chart paper, drawing paper, crayons, *Chatterbook* page 49, chalkboards.

MOTIVATION

Children form small groups to share the contents of Mr. G's bag.

DEVELOPMENT

Encourage the children to discuss the pictures and objects within their groups. They should decide among themselves whether the objects are suitable for Mr. G. Then each child may show the class his favorite item.

Draw a large bag on chart paper or on the blackboard. Each child should have a chance to draw an object for Mr. G's bag; he then identifies his picture, saying, "This is a picture of g_____. It belongs to Mr. G's bag because it starts like his *gooey gum*."

QUICK CHECK: Direct the children to hold up the purple circle on their *Chatterbooks* when they hear the name of an object that starts with Mr. G's sound, and the yellow circle when the object starts with another sound. Words: *gold, gas, set, game, gift, pet.*

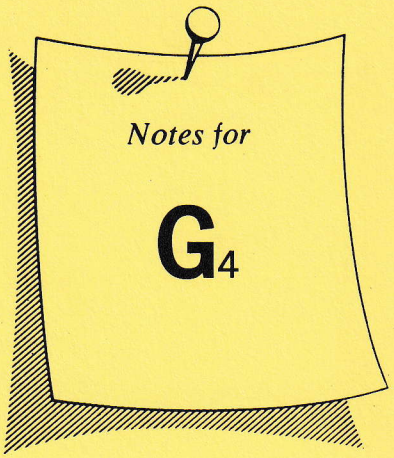
CHATTERBOOK page 49. Break the code, decode several words together with the children and then encourage them to proceed independently. Follow the procedure on *Guide* p. xv. Note special clue boxes in some words.

CHALKBOARD PRACTICE: Children draw three clue boxes (the starting box, the belonging box and the ending box) on their chalkboards. Dictate any of the words on *Chatterbook* page 49, following the procedure on *Guide* p. xv.

HOMEWORK OR FOLLOW-UP: *Cut out words that start with* **G** *and paste them in notebooks.*

SUMMARY

Elicit the following: We can read and spell words that start with *G*, such as *gull* and *get*.



OBJECTIVES

General

- Reading and spelling words that have *G* in the final position or *G* as part of a beginning or ending consonant combination.
- Testing and evaluating skills related to the letter *G*.

Specific

- Break the code for words that have *G* in an ending clue box or in a beginning or ending squoosh box.
- Spell words.
- Make sure of Mr. G.

MATERIALS

Chatterbook page 50, chalkboards, Duplicating Master 19.

MOTIVATION

Write the word *glad* on the blackboard.

DEVELOPMENT

Look at the word and decide what kinds of clue boxes are needed. Do we need a squoosh? (yes) *Why?* (*G* and *L* stand before *A*) Let volunteers decode the word *glad;* each child may fill a different clue box. When all three clue boxes are filled, the word can be read by another volunteer. Follow the same procedure for decoding *glass*. Encourage children to discover the need for a one-sound-ending squoosh box.

CHATTERBOOK page 50. Break the code. (Decoding procedure is on *Guide* p. xv.) Draw attention to the starting squoosh boxes in the last six words. For word 7, draw attention to the starting and one-sound-ending squoosh box. Point out the need for both starting and ending squoosh boxes in words 8 and 9.

QUICK CHECK: Write the words *gasp, log, slug, glob* on the board. Call on volunteers to decode the words.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Dictate any words that were decoded on *Chatterbook* page 50, following the procedure on *Guide* p. xv. Be sure children know when a special clue box is needed.

HOMEWORK OR FOLLOW-UP: *Make a list of all words beginning with* **G** *that you can read and spell.*

SUMMARY

Elicit the following: Words that have *G* in the final position or as part of a beginning or ending squoosh can be read and spelled. Examples: *hug, glad, glint.*

ENRICHMENT

A BOX FOR MR. G: Children should decide on a suitable box for Mr. G. Suggestions: Gum Box (box filled with gum), Game Box (a box or toy chest filled with different games).

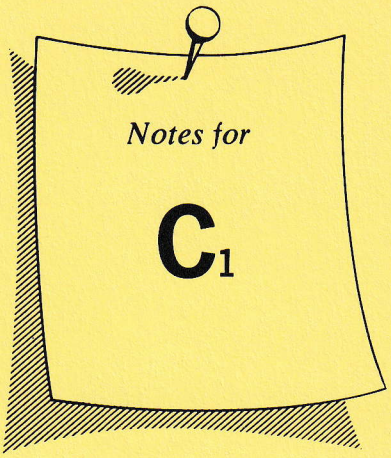
A DAY FOR MR. G: Children decide the kind of day suitable for Mr. G. Suggestions: Game Day (Children volunteer to teach a game to the rest of the class.), Giggle Day (Tell funny stories.), Guessing Day (Ask riddles.), Guest Day (A guest or parent may be invited.), Ghost Day (Children may wear sheets or pillowcases.), Garden Day (Plant seeds.)

TEST

Let's make sure of Mr. G. Use Duplicating Master 19. For a detailed analysis of this test see *Guide* p.111.(Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. G's special feature.
2. Draw a line under the pictures of objects that start with Mr. G's *gooey gum* sound.
3. Write a *G* in front of all the words that begin with *G*. Write a *D* in front of all the words that begin with *D*. Write an *L* in front of all the words that begin with *L*.
4. Listen to the words. If the word starts with Mr. G's sound from *gooey gum* put a check over the *G* in the first box (the box nearest the window, board, etc.). If the word does not begin with the same sound as *gooey gum,* check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *gill,* (2) *gone*, (3) *dip*, (4) *cart*, (5) *gag*.
5. Decode the words listed.
6. Draw a circle around each word that starts with *G* and belongs to *U*.
7. Draw a circle around each word that ends with *G* and belongs to *O*.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person C and his characteristic, *cotton candy*.
- Association of the hard *C* sound with words that start with *C*.
- Introduction of written symbols for the letter *C*.

Specific

- Meet Mr. C and his *cotton candy*.
- Find pictures of things that start with the same sound as *cotton candy*.
- Write big and little *C*.

NOTE: The soft *C* sound will be introduced in a later lesson.

MATERIALS

Fluffs of cotton, index cards, Letter Meeting Greeting Packet *C*, replica of Mr. C, Alphabet Sheets, *Chatterbook* page 51A, crayons.

MOTIVATION

Adhere a few fluffs of cotton to index cards and mount on the blackboard.

DEVELOPMENT

Today we will meet someone who likes to eat cotton candy. He says it's his favorite. Have any of you ever eaten cotton candy? Does it taste good? Why is it called cotton candy? (its texture and appearance) Volunteers may explain, to children who are not familiar with it, what cotton candy looks and tastes like, noting that it is made of spun sugar, not cotton.

The new Letter Person is covered with cotton candy. Distribute Letter Meeting Greeting Cards for *C*. Discuss the appearance of Mr. C and his cotton candy body. Note that he is holding a cone of cotton candy, and that his whole body is made of cotton candy.

Display the replica of Mr. C and read Mr. C's verse:

Cotton candy, sweet and thin,
Makes Mr. C's soft, sticky skin.
And his cotton candy bones
Are giant cotton candy cones.

Children may repeat the lines with you. The children now compare the large replica of Mr. C with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 51A. Discuss all the pictures: (1) cat, (2) car, (3) cow, (4) teeth, (5) cup, (6) hand, (7) candy cone, (8) cowboy. Then children check the things that start with Mr. C's sound. They may take turns saying, "Mr. C has cotton candy. I hear Mr. C's sound in *cat*," or "Mr. C has cotton candy. I don't hear Mr. C's sound in *teeth*." When all pictures have been discussed, the children may color the pictures they have checked. (*Guide* p. xiv)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. C) *What helps us remember his sound?* (cotton candy) *What are some words that start with the sound for C?* (cat, car, cow)

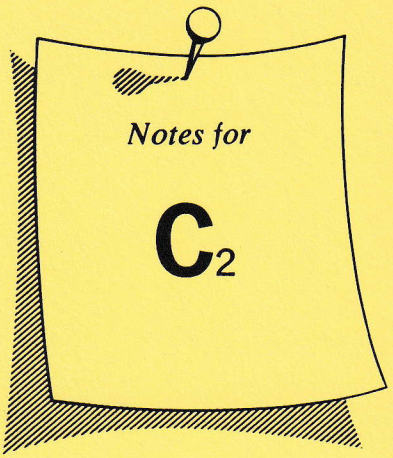
NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *C*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Make cotton pictures. Find pictures of objects that start with Mr. C's sound and paste in notebooks. Decorate and fill paper bags for Mr. C.*

SUMMARY

Elicit the following conclusions: Mr. C has cotton candy. You can hear the *C* sound in *cotton candy*. There is a big and little *C*.



OBJECTIVES

General

- Review of the hard *C* sound.
- Association of the hard *C* sound with the letter *C*.
- Auditory recognition of the hard *C* sound in words.
- Visual recognition of the letter *C* in words.

Specific

- Display contents of Mr. C's bags.
- Listen for words starting with *C* and trace the letter *C*.
- Listen for words that start with *C*'s sound in the poem "Corky Car."
- Underline words that start with the letter *C*.

NOTE: The sound for hard *C* is often confused with the sound for *T* and also with the sound for *G*. It is important that the children hear the difference.

INCIDENTAL LEARNING: Driver safety, speed limits, stop signs, traffic lights.

MATERIALS

Replica of Mr. C, a paper bag, cellophane tape, *Chatterbook* pages 51B and 52, model racing cars if available.

MOTIVATION

Display the replica of Mr. C with a paper bag adhered to his hand. Children form small groups to evaluate the contents of their bags for Mr. C.

DEVELOPMENT

Encourage the children to decide among themselves whether their objects are suitable for Mr. C. Then each child may show one of the items he has brought. The child identifies his picture, saying, "This is a picture of a c———. It belongs in Mr. C's bag, because it starts like his *cotton candy*."

QUICK CHECK: Name some objects, one at a time. Children listen for the initial *C* sound, raise the purple circle on their *Chatterbooks* if the object belongs in Mr. C's bag, and the yellow circle if the object does not belong in his bag. Suggested objects: cards, combs, gold, cord, tights.

CHATTERBOOK page 51B. Discuss the letters in broken lines on the cotton candy characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *C*. If it does, they connect the broken lines of the letter *C*. If the word does not begin with *C*, they put an *X* over the box. Use the following words: (1) *castle*, (2) *coat*, (3) *goat*, (4) *curtain*, (5) *cards*, (6) *caterpillar*, (7) *top*, (8) *cool*. (Complete procedure is on *Guide* p. xiv.)

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 52. Before discussing the contents of the poem "Corky Car," be sure the children know what a racing car is. Use a model racing car if one is

available. Compare the function of a racing car with that of a passenger car. *The poem today is about a racing car who is not happy because he's not doing what he was built for.* Read the poem to the children.

CORKY CAR

I am cocky Corky Car;
I could travel fast and far,
But the lady in my driver's seat
Drives so carefully down the street.
Now if she only had the nerve,
I'd screech and swerve at every curve.
Caroom, caroom! Caroom, caroom!
At every corner, zoom! Caroom!

Discuss the poem. *Why is Corky unhappy? What are some of the things Corky would like to do? Why doesn't his driver cooperate? Who is right, the lady or Corky?* (Both. A racing car should not be racing in the street, but in a special place such as a racing strip.) *What is the strange sound Corky Car makes?* (caroom) Discuss safety in driving and how it is related to speed, traffic signs, police.

Reread the poem, stressing the initial sound of words that start with *C*. Children may steer to the left and right every time a word begins with the *C* sound. Pause long enough for children to "drive."

QUICK CHECK: *How can we remember the sound for C?* (cotton candy) *What are some words in which we hear the* **C** *sound?* (caroom, Corky, car, curves)

HOMEWORK OR FOLLOW-UP: *Look through newspapers, magazines and other printed materials to find words that begin with* **C**. *Paste the words in your notebooks.*

SUMMARY

Elicit the following: Many words such as *Corky* and *car* start with Mr. C's *cotton candy* sound.

ENRICHMENT

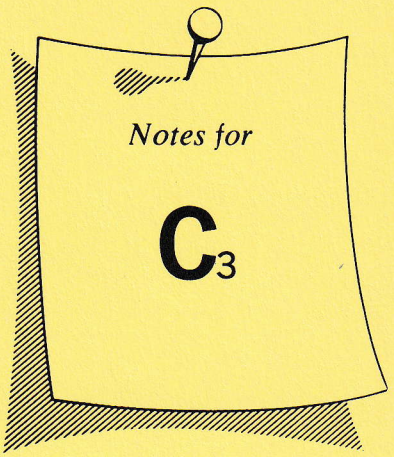
Discuss and compare all kinds of cars—trucks, ambulances, hot rods, station wagons, convertibles, limousines, etc.

CAN I CALL FOR A CAR? Children cut out and mount pictures of cars on drawing paper. These pictures are displayed on the blackboard ledge. A volunteer says, "Can I call for a car with the word *carrot*?" If the word begins with *C*, the answer is, "Yes, you can call for a car with the word *carrot*." The child picks a car and calls on someone else to try.

STORIES: Children may create an oral and pictorial story, using the title "A New Life for Corky Car."

CONSTRUCTION: Make Corky cars of shoe boxes. The body of the car may be decorated with objects starting with the *C* sound.

A BAG FOR MR. C: Draw a large bag on chart paper or the blackboard. Each child may draw an object for Mr. C's bag.



OBJECTIVES

General

- Decoding one-syllable, short-vowel words beginning with *C* and with *C* in consonant combinations.
- Spelling, from dictation, words that begin with *C*.
- Testing and evaluating skills related to the letter *C*.

Specific

- Break the code for words that start with *C*.
- Spell words that start with *C*.
- Make sure of Mr. C.

MATERIALS

Chatterbook pages 53 and 54, chalkboards, Duplicating Master 20.

MOTIVATION

Six outlines of cotton candy are drawn on the blackboard. Each fluff has scrambled letters in it. When each is unscrambled, it will be a one-syllable word starting with *C (atc, pac, oct, pcu, nac, ubc).*

DEVELOPMENT

Mr. C is always trying to confuse us. He mixed up all the letters so we can't read the words. Who would like to unscramble the letters in the first piece of **cotton candy** *so we will be able to read the word? Clue: Each word starts with C.* Continue this procedure until all words have been unscrambled and read *(cat, cap, cot, cup, can, cub).*

CHATTERBOOK page 53. Break the code for words starting with *C,* following the procedure on *Guide* p. xv. Call attention to the following: *cost* and *cast* have an ending squoosh box. *Cuff* has a one-sound-ending squoosh box. *Call* has an all-belonging box, no ending box.

CHATTERBOOK page 54. Break the code for words having *C* in the beginning squoosh box. Be sure children realize the need for a starting squoosh box in all the words, and that a one-sound-ending squoosh box is used for *class* and *cliff.* For *clasp* and *clumps,* both a starting and ending squoosh box is needed. *Act* needs no starting clue box; only an ending squoosh is needed.

QUICK CHECK: Using the words *clap, class, camp, clip, cut* and *club,* ask the children to decide whether or not the word begins with a *C* squoosh. If they hear a starting *C* squoosh, they raise the purple circle on their *Chatterbooks;* if not, they raise the yellow circle.

CHALKBOARD PRACTICE: Using any of the words on *Chatterbook* pages 53 and 54, dictate words, following the procedure on *Guide* p. xv.

HOMEWORK OR FOLLOW-UP: *Copy a list of words beginning with* **C** *from the Chatterbook and learn to spell them. Be ready to spell at least three words.*

SUMMARY

Elicit the following observation: We broke the code for words with *C*, such as *cut, clap* and *act.*

ENRICHMENT

A DAY FOR MR. C: Encourage children to decide for themselves what kind of day Mr. C would like. Suggestions: Mr. C may have a Cooking Caravan. Find or draw pictures of things to eat that start with the *C* sound (corn, cornflakes, cake, cantaloupe, custard, caramels, cupcakes, carrots, cookies, cocoa, coconut). Mount and string them, then attach them to a big cut-out letter *C*. Card Flipping Day, Cover Day (Decorate book covers.), Camping Day (An outing can be planned.), Collection Day (for school fund or other worthy cause), Candy Day, Contest Day.

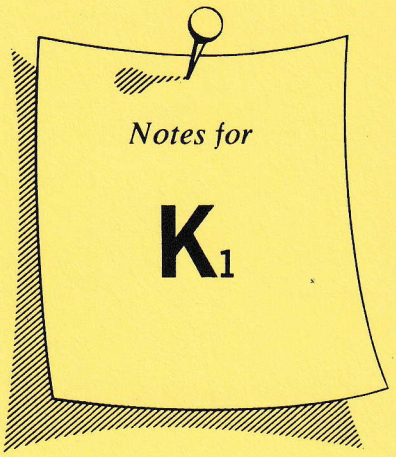
A BOX FOR MR. C: Encourage children to decide what type of box would be suitable for Mr. C. Suggestions: Crayon Box (a box decorated and filled with crayons), Candy Box (a box filled with candy), Cookie Box (a box filled with cookies), Card Box (for old greeting cards), Cord Box (for string of all kinds).

TEST

Let's make sure of Mr. C. Use Duplicating Master 20. For a detailed analysis of this test, see *Guide* p.111. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. C's special feature.
2. Draw a line under the pictures of objects that start with Mr. C's *cotton candy* sound.
3. Write a *C* in front of all the words that begin with *C*. Write a *G* in front of all the words that begin with *G*. Write a *D* in front of all the words that begin with *D*.
4. Listen to the words. If the word starts with Mr. C's sound from *cotton candy,* put a check over the *C* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *cotton candy* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words (1) *can*, (2) *cup,* (3) *dig*, (4) *lemon*, (5) *cat.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *C* and belongs to *A*.
7. Draw a circle around each word that begins with a *C* squoosh.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Reviewing consonants studied to date.
- Introduction of the Letter Person K and his characteristic, *kicking*.
- Association of *K*'s *kicking* sound with words that start with *K*.
- Introduction of written symbols for the letter *K*.

Specific

- Meet Mr. K and his *kicking*.
- Find pictures of things that start with the same sound as *kicking K*.
- Write big and little *K*.

MATERIALS

Replicas of all the consonants introduced thus far except *C*, Letter Meeting Greeting Packet *K*, replica of Mr. K, Alphabet Sheets, *Chatterbook* page 55A, crayons.

MOTIVATION

Display replicas of all consonants introduced to date except *C (F, M, N, H, T, B, P, Z, S, V, G, D, L).*

DEVELOPMENT

A little drama is called for here. *The boys seem very much upset. They say a mistake has been made. One of the boys is missing. Can you guess who it is?* Review all letters present and lead the children to discover that Mr. C is missing. *I wonder if the mistake has anything to do with Mr. C?* Ask a child to speak to one of the little boys (Letter Person), and see if he can find out what the mistake is. Several children may take turns. *Let me speak to Mr. H. Maybe he'll tell me what the mistake is.* (Listen, then report to the class.) *Mr. H said that Mr. C is angry about the next Letter Person.* Distribute Letter Meeting Greeting Cards for *K*. Discuss the appearance of Mr. K and his kick. Note the shoe and the ball he's kicking.

Mr. K has a kind expression on his face. Does anyone have any clues about Mr. C's anger? What can the mistake be? Let children share their thoughts, but do not reveal the "mistake" unless it is discovered by a youngster. *Let's listen to the rhyme for Mr. K; perhaps we will get more clues.* Display Mr. K replica and read Mr. K's verse:

Kicking K, kicking K,
Kicking games are all he'll play.
Kick, kick, kick, kick,
Kicking games are all he'll pick.

What did we find out about Mr. K? (He loves to kick.) *Where do you think he will get his sound?* (kicking) *From what does Mr. C get his sound?* (cotton candy) *Can you guess now why Mr. C is upset about Mr. K?* (It is hoped that children will discover that Mr. K's sound is identical to Mr. C's sound.) The children now compare the large replica of Mr. K with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 55A. Discuss all the pictures: (1) key, (2) kiss, (3) airplane, (4) kite, (5) drum, (6) kangaroo, (7) king, (8) house. Children may take turns

saying, "Mr. K always kicks. I hear Mr. K's sound in *key*." When all pictures have been identified, children may check and color Mr. K's pictures.

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. K) *What helps us remember his sound?* (kicking)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *K*, following the procedure on *Guide* p. xiii.

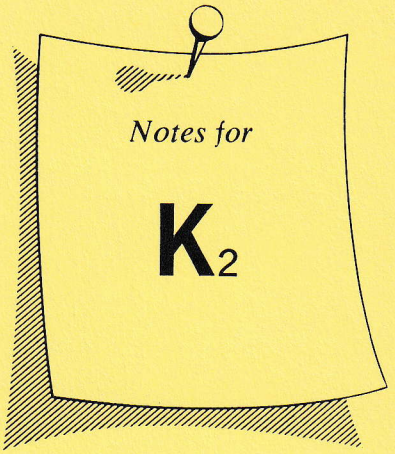
HOMEWORK OR FOLLOW-UP: Kicking games may be used throughout *K*'s unit for further association of *K* with *kicks*. *Fill a bag for Mr. K.*

SUMMARY

Elicit the following: Mr. K is called *Kicking K* because he always kicks. Mr. K's sound starts such words as *key* and *kite*. There is a big *K* and a little *k*.

ENRICHMENT

Make a kite. Draw a kitten. Make a clay mother kangaroo putting a baby kangaroo in her pouch. See a real kangaroo in the local zoo.



OBJECTIVES

General

- Reinforcing auditory perception of the sound for *K*.
- Association of the sound for *K* with the letter *K*.
- Auditory recognition of the *K* sound in words.
- Visual recognition of big and little *K* in words.
- Decoding words beginning with *K*.

Specific

- Show and discuss the contents of Mr. K's bag.
- Listen to words that start with the *K* sound and trace the letter *K*.
- Listen for the *K* sound in words.
- Find words starting with *K*.
- Break the code for words starting with *K*.

NOTE: The sounds for *T* and *K* in words are often confused; it is important that the children hear the difference.

INCIDENTAL LEARNING: Kangaroos keep their babies in a pouch. Kangaroos come from Australia.

MATERIALS

Replica of Mr. K; paper bag; *Chatterbook* pages 55B, 56 and 57; crayons; drawing paper.

MOTIVATION

Mr. K replica is displayed with an empty paper bag at his side.

DEVELOPMENT

What have you brought from home for Mr. K? Each child should have a turn to hold up one of the things he has brought in, show it to the class and to Mr. K, and say, "I've brought a picture of a *kitten*. It belongs to Mr. K because it begins with the *K* sound." If the object starts with the correct sound, the child may put it in Mr. K's bag.

NOTE: All items starting with the *k* sound, even if they start with *C (corn)*, are acceptable at this stage. If objections are made regarding the *C* spelling, you may read "Calamities of C and K" (*Guide* p. 288). To avoid confusion, however, it is better not to press the point here.

QUICK CHECK: *What are some objects that belong in Mr. K's bag?* (kitten, kite) *What reminds us of Mr. K's sound?* (kick)

CHATTERBOOK page 55B. Discuss the letters in broken lines over the kicking characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *K*. If it does, they connect the broken lines of the letter *K*. If the word does not begin with *K*, they put an *X* over the box. Use the following

words: (1) *kite,* (2) *key,* (3) *airplane,* (4) *tea,* (5) *kitten,* (6) *good,* (7) *kettle,* (8) *keep.* (Complete procedure is on *Guide* p. xiv.)

Kicking is good exercise. We are going to kick an imaginary ball every time we hear Mr. K's sound. Let children take one practice kick. They should have enough room to avoid kicking one another.

Before reading the poem, be sure children know what a kangaroo looks like. Discuss its habitat in Australia, and how its young are cared for in the mother's pouch. Read the poem "Kindergarten Kangaroo," stressing words that start with the *K* sound. Pause long enough for children to kick at each *K* word.

KINDERGARTEN KANGAROO

I'll tell you a story, with your pardon,
Of a kitchen in the kindergarten.
Now, the chef there is a kangaroo
Who bakes kale pies and kidney stew.
He keeps his blades keen, he shines all his metal;
And he puts lots of kindling under his kettle.
He's a kind kangaroo who has never bitten
A dog, nor a kid, nor even a kitten.
But wait! That is only part of the history.
The rest is a deep, dark kangaroo mystery.
There's something he does almost every night
That fills one and all with fright and delight.
He takes out his keys and turns out the light,
He kicks the door shut and locks it up tight.
Then he gets on a king-size kangaroo kite
And flies to the moon to stay there all night.

Discuss poem. Encourage children to think about what the Kindergarten Kangaroo does while on the moon.

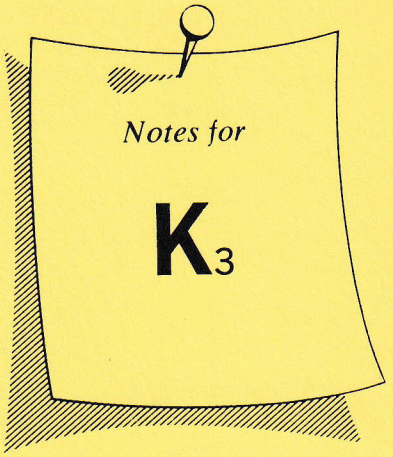
CHATTERBOOK page 56. The first verse of the poem is reproduced here. Direct the children to put a kick (check) next to the words that start with the letter *K.* Demonstrate the procedure on the blackboard with the first *K* word of the poem. When their work is checked, children may illustrate the poem.

CHATTERBOOK page 57. Decode words, following the procedure on *Guide* p. xv.

HOMEWORK OR FOLLOW-UP: *Find words that begin with K, and paste in notebooks. Paste pictures of things that begin with K in notebooks; then write a big and little K under each picture.*

SUMMARY

Elicit the following: Many words in the poem "Kindergarten Kangaroo" start with *K.* We can read words that begin with *K.*



OBJECTIVES

General

- Understanding that the *K* sound at the end of a one-syllable, short-vowel word is often spelled *CK*.
- Decoding words that end with *CK*.
- Spelling, from dictation, words ending with *CK*.
- Testing and evaluating skills related to the letter *K*.

Specific

- Decode words ending with *CK*.
- Spell words ending with *CK*.
- Make sure of Mr. K.

MATERIALS

Replicas of Mr. C and Mr. K, cellophane tape, colored chalk, *Chatterbook* page 58, chalkboards, Duplicating Master 21.

MOTIVATION

Adhere replicas of Mr. C and Mr. K next to each other on the blackboard. Draw a big square around them, preferably with colored chalk.

DEVELOPMENT

I knew it would happen! Mr. C and Mr. K have been arguing for hours. Write the word *sack* on the board. Choose volunteers to draw and fill clue boxes at the board. The children will probably put *C* and *K* together into an ending squoosh box. Children may take turns to squoosh *C* and *K*. Lead to the conclusion that *C* and *K* sound funny when they squoosh. Let some children suggest what the conflict between *C* and *K* might be. Lead children to conclude that though *C* and *K* are different letters, and ought to be in a squoosh box, they really have the same sound; therefore, *C* and *K* belong in a one-sound-ending squoosh box. Point out that *C* and *K* in a one-sound-ending squoosh box are different from all other one-sound-ending squoosh boxes. In every other one-sound-ending squoosh box, there are two of the same letter making the same sound; but in this case, there are two different letters that have the same sound. Make appropriate clue boxes and help children read the word *sack* by having the clue boxes sound off. Write more words, one at a time, on the board *(sick, sock, duck)*. Again volunteers may fill the clue boxes and read the words. Remind children that in each of the words, *C* and *K* are together and are in the one-sound-ending squoosh box because they make the same sound.

CHATTERBOOK page 58. Break the code, following the procedure on *Guide* p. xv. Be sure that in each case, children remember to put *C* and *K* into the one-sound-ending squoosh box.

QUICK CHECK: *In what kind of clue box do you put* ***C*** *and* ***K*** *when* ***C*** *and* ***K*** *end a word?* (one-sound-ending squoosh box) *Why are* ***C*** *and* ***K*** *in a one-sound-ending squoosh box?* (They make the same sound.) *What are some words that have* ***C*** *and* ***K*** *in a one-sound-ending squoosh box?* (neck, stick, flock)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *Today's words all have* ***K***. Dictate any of the words on pages 56 and 57 of the *Chatterbook,* following the spelling procedure on *Guide* p. xv. When dictating words from page 58, make sure the children know that the words end with *C* and *K,* and that the *K* sound is heard only once, because *C* and *K* are in a one-sound-ending squoosh box.

HOMEWORK OR FOLLOW-UP: *Find words in magazines or newspapers that end with* ***CK*** *and paste them in notebooks. Write a list of words that end with* ***CK*** (rock, clock, stack, check, tack, rack, sack, truck, crack, quick, track, pack, trick, lick).

SUMMARY

Elicit the following: We can read and spell words that begin with ***K*** or end with *CK*.

A BOX FOR MR. K: *What kind of box would be good for Mr. K?* Suggestion: Key Box (Collect keys of various shapes and sizes.).

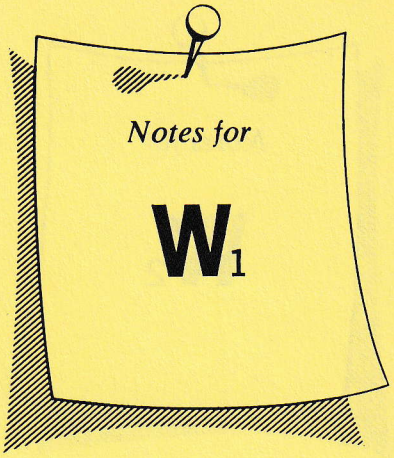
A DAY FOR MR. K: *What kind of day would be good for Mr. K?* Suggestions: Kite Day (construct and fly), King's Day (Boys may wear paper crowns.), Kitten Day (Someone could bring a kitten to school.), Kindness Day (Children perform special kindnesses for others.).

TEST

Let's make sure of Mr. K. Use Duplicating Master 21. For detailed analysis of this test, see *Guide* p. 99. (Be sure the children can identify all the illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. K's special feature.
2. Draw a line under the pictures of objects that start with Mr. K's *kicking* sound.
3. Write a *K* in front of all the words that begin with *K*.
   Write a *C* in front of all the words that begin with *C*.
   Write a *G* in front of all the words that begin with *G*.
4. Listen to the words. If the word starts with Mr. K's sound from *kicking,* put a check over the *K* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *kicking* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *kiss,* (2) *keg,* (3) *gum,* (4) *key,* (5) *tick.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *K* and belongs to *E*.
7. Draw a circle around each word that ends with a *K* squoosh.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person W and his characteristic, *wonderful wink.*
- Association of the sound for *W* with things whose names begin with *W*.
- Introduction of written symbols for the letter *W*.

Specific

- Meet Mr. W and his *wonderful wink.*
- Find pictures of things that start with the same sound as Mr. W's *wonderful wink.*
- Write big *W* and little *w*.

MATERIALS

Letter Meeting Greeting Packet *W*, replica of Mr. W, Alphabet Sheets, *Chatterbook* page 59A, crayons.

MOTIVATION

Walk from child to child and wink at each one.

DEVELOPMENT

Ask the children to wink back at you. Then they may wink at the person on their left, and right, and opposite them. *Today we will meet a Letter Person who is always winking.* Distribute Letter Meeting Greeting Cards for *W*. Note Mr. W's eyelashes making a wonderful wink, and other aspects of his appearance.

Display the replica of Mr. W and read Mr. W's verse:

Mr. W with your wonderful wink,
We are wondering what you think.
We wish you could tell us when and why
You will wink your winking eye.

Children may repeat the lines with you. The children now compare the large replica of Mr. W with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 59A. Discuss the illustrations: (1) watermelon, (2) witch, (3) wagon, (4) watch, (5) vest, (6) window, (7) rose, (8) worm. Instruct the children to check those that start with the same sound as *wonderful wink*. The children may take turns describing the pictures on the page. Then they may color the checked pictures. (*Guide* p. xiv)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. W) *What helps us remember his sound? (wonderful wink)*

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *W*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Decorate and fill a bag for Mr. W.*

SUMMARY

Elicit the following: Mr. W's sound is in *winking.*

Notes for

W2

OBJECTIVES

General

- Reinforcing the association of the sound for *W* with objects whose names begin with *W*.
- Association of the sound for *W* with the letter *W*.
- Visual recognition of the initial letter *W* in words.
- Auditory recognition of the sound for *W* in words.
- Auditory discrimination among initial sounds.

Specific

- Show contents of Mr. W's bag.
- Trace the letter *W* when a word begins with the sound for *W*.
- Listen for the sound for *W* in words.
- Find words that begin with the letter *W* in the poem.

INCIDENTAL LEARNING: Clocks and watches, their parts and functions.

MATERIALS

Replica of Mr. W, *Chatterbook* pages 59B and 60, crayons, drawing paper.

MOTIVATION

Display the replica of Mr. W. Divide children into groups of four or five, so that they may show each other the contents of the bags they have filled for Mr. W.

DEVELOPMENT

Choose a committee chairman for each group who will see to it that every member of his group has one item ready to show to the class.

CHATTERBOOK page 59B. Discuss the letters in broken lines on the *wonderful wink* characteristic. Starting at top left and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *W*. If it does not begin with *W*, they put an *X* over the box. Use the following words: (1) *wash,* (2) *woman,* (3) *rag,* (4) *well,* (5) *winter,* (6) *fan,* (7) *wall,* (8) *west.* (Complete procedure is on *Guide* p. xiv.)

Draw a picture of a watch that has straight hands and a round face, and next to it, a picture of a "wiggly, wobbly watch" that has a warped face, crooked numerals and hands. Discuss what is wrong with the wobbly watch. *Why do you suppose the watch is unhappy with wiggly, wobbly hands?* Discuss the need for straight hands and faces on clocks and watches in order to tell correct time. Read the poem to the children:

WIGGLY, WOBBLY WATCH

Wiggly watch is wasted and worn,
His weak hands wobble and his face is torn.
He gets all wound up every night,
And if alarmed, he wails with fright.
He wiggles and wobbles in a weak way;
He won't even work on a wonderful day!
If someone would only weld him together,
He might even work well in wintry weather.

Discuss some of the problems of Wiggly, Wobbly Watch. Then reread the poem, directing the children to wink or wiggle and wobble their hands for all the words that start with the sound for *W*.

QUICK CHECK: Read the words below to the children. After each word, they raise the purple circle on their *Chatterbooks* if the word starts with the sound for *W* and the yellow circle if it starts with some other sound. Words: *William, wine, vain, rig, want, wit.*

CHATTERBOOK page 60. Direct the children to draw an eyelash under every word that begins with *W*. When all work has been checked, the children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Find pictures that start with the* **W** *sound in magazines. Paste them in notebooks. Write the letter* **W** *under each picture. Find words that start with the letter* **W** *and paste them in notebooks.*

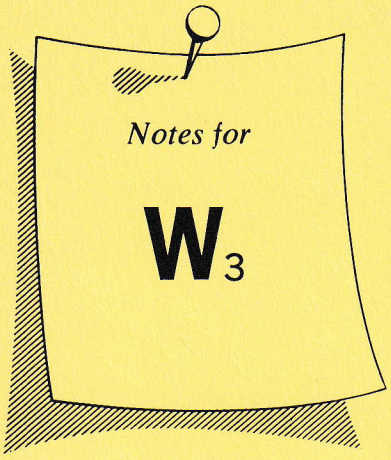
SUMMARY

Elicit the following observations: We have heard words that start with the sound for *W* such as *wiggly, wobbly, watch, wind.* Many words in the poem "Wiggly, Wobbly Watch" begin with the letter *W*.

ENRICHMENT

The children may make cut-out watches with wiggly, wobbly hands. They can also draw pictures of inanimate objects that wink (*e.g.*, winking potato, winking desk).

WINKING GAME: Will Wink or Won't Wink. A child starts the game by going to another child and winking. "Will you wink at me?" The second child responds, "I will wink at you with *(a word starting with W).*" A child who will not (or cannot) give a word says, "I won't wink. Wink at somebody else."



OBJECTIVES

General

- Decoding one-syllable, short-vowel words starting with *W*.
- Spelling from dictation, one-syllable, short-vowel words starting with *W*.
- Testing and evaluating skills related to the letter *W*.

Specific

- Break the code for words that start with the letter *W*.
- Spell words that start with the letter *W*.
- Make sure of Mr. W.

MATERIALS

Chatterbook page 61, chalkboards, Duplicating Master 22.

MOTIVATION

Write the words *wig, wand, will* on the board and draw the appropriate clue boxes next to each.

DEVELOPMENT

Select three volunteers to fill the clue boxes and break the code. Let the rest of the class decide whether the words have been decoded correctly.

CHATTERBOOK page 61. Break the code, following the procedure for decoding on *Guide* p. xv. If children work independently, remind them of special clue boxes.

QUICK CHECK: Write some sample words such as *west, win, wag, wet* on the board and call on children to read them.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Using any of the words on *Chatterbook* page 61, dictate words for spelling, following the procedure on *Guide* p. xv.

When dictating words, be sure the children know that *west* and *went* need an ending squoosh box; that *well* and *will* require the one-sound-ending squoosh box; and that an all-belonging box is required for *wall.*

HOMEWORK OR FOLLOW-UP: *Copy a list of words that start with* **W** *from the Chatterbooks and learn to spell them. Be prepared to spell at least three words.*

SUMMARY

Elicit the following generalization: We can read and spell words that start with *W* such as *went, wall, wag, web.*

ENRICHMENT

ART: Make window pictures. Adhere strips of construction paper to a piece of drawing paper and arrange them in squares to represent window panes. In each window pane, a picture of an object starting with *W* may be drawn.

WASH THE WORD: List on the board words starting with *W* which the children have decoded previously. If the child can read a word, he may "wash" the word with a wet sponge or eraser.

STORY TELLING: Make up stories about "The Washing Machine Who Wouldn't Work on Wednesday," "Water That Wasn't Wet," "The Worm Who Wanted Whiskers."

A BOX FOR MR. W: What kind of box would be wonderful for Mr. W? Suggestions: Wishing Box, Window Box, Worm Box.

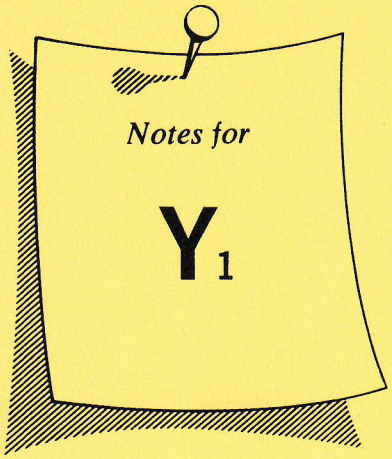
A DAY FOR MR. W: What kind of day would be wonderful for Mr. W? Suggestions: Window Decorating Day, Window Washing Day, Walnut Day (Paste walnut shell halves onto paper and draw a body to make walnut people or animals.), Winner's Day (Play a game and give prizes to winners.), Welcome Day (Invite visitors.).

TEST

Let's make sure of Mr. W. Use Duplicating Master 22. For detailed analysis of this test, see *Guide* p. 111. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. W's special features.
2. Draw a line under the pictures of objects that start with Mr. W's *wonderful winking* sound.
3. Write a *W* in front of all the words that begin with *W*. Write a *K* in front of all the words that begin with *K*. Write a *C* in front of all the words that begin with *C*.
4. Listen to the words. If the word starts with Mr. W's sound from *winking* put a check over the *W* in the first box (the box nearest the window, board, etc.). If the word does not begin with the winking sound, check the empty side of the box. Read the following words, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *wit,* (2) *wag,* (3) *veil,* (4) *wet,* (5) *king.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *W* and belongs to *I*.
7. Draw a circle around each word in which *W* squooshes.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person Y and his characteristic, *yawning*.
- Association of *Y*'s sound in *yawning* with words that start with *Y*.
- Introduction of written symbols for the letter *Y*.

Specific

- Meet Mr. Y and his *yawn*.
- Find pictures of things that start with the same sound as *yawning*.
- Write big and little *Y*.

NOTE: *Y* as a vowel is introduced in future lessons.

MATERIALS

Letter Meeting Greeting Packet *Y*, replica of Mr. Y, Alphabet Sheets, *Chatterbook* page 62A, crayons.

MOTIVATION

Pretend to be yawning. Stretch and yawn so that all the children can see. Hopefully, the children will start yawning by suggestion.

DEVELOPMENT

What are we all doing? Yawning seems to be catching. What happened to you when you watched me yawn? Now let's all yawn together. Today we will meet a Letter Person who is always yawning. Distribute Mr. Y's Letter Meeting Greeting Cards. Discuss the appearance of Mr. Y and his yawn. Note the wide open mouth and Mr. Y's hand over his mouth. Discuss other aspects of Mr. Y's appearance. Display the replica of Mr. Y and read Mr. Y's verse to the children:

Yawning Mr. Y is his name,
And he plays a yawning game.
When he yawns, you'll find it true
That you, yourself, are yawning, too.

Children may repeat the lines with you. The children now compare the large replica of Mr. Y with their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 62A. *Look at the pictures on the page. After you have looked at each picture for a while, you will hear something about one of the pictures. The name of the picture will start with the same sound as* ***yawning.*** *The first sentence is: This is a toy that goes up and down on a string. It is a*_____ ***yo-yo.*** (picture 2)
Repeat *yo-yo,* emphasizing the initial *Y* sound. *Find the picture of the yo-yo and check it.* Proceed as above with the following sentences:
*When we are sleepy, we sometimes*_____ ***yawn.*** (picture 3)
*Please talk in a whisper; do not*_____ ***yell.*** (picture 8)
*A child can't go to school when he is one year old, because he is too*_____ ***young.*** (picture 5)
*When the weather is good, you may play in the*_____ ***yard.*** (picture 6)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. Y) *What helps us remember his sound?* (yawning)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *Y*, following the procedure on *Guide* p. xiii.

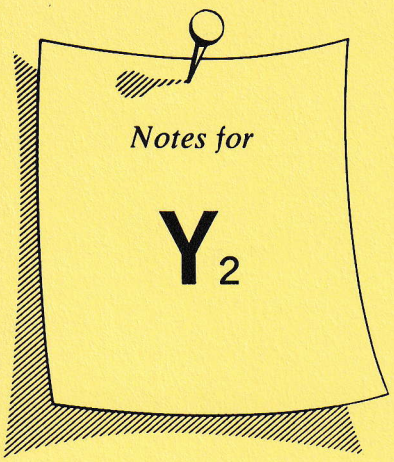
HOMEWORK OR FOLLOW-UP: *Write a page of Y's in notebooks. Find pictures of things that are yellow, young, or yawning. Fill a bag for Mr. Y.*

SUMMARY

Elicit the following: Mr. Y gets his sound from *yawning*. Some words that start with *Y* are *yo-yo* and *yard*. There is a big *Y* and a little *y*.

ENRICHMENT

Talk and speculate about the reasons why Mr. Y always yawns. Make up a yawning game.



OBJECTIVES

General

- Auditory recognition of the sound for *Y* in the initial position in words.
- Visual recognition of the letter *Y* in words.

Specific

- Yawn every time Mr. Y's sound is heard in the poem.
- Draw a yawn around words starting with the letter *Y*.

INCIDENTAL LEARNING: A yak is a large hairy animal. In Tibet, it is used for meat, milk and cheese. It looks like a big ox.

MATERIALS

Replica of Mr. Y, *Chatterbook* pages 62B and 63, crayons, drawing paper.

MOTIVATION

Display the replica of Mr. Y. Draw some big and some little *Y*'s in broken lines on the board.

DEVELOPMENT

Volunteers may connect the broken lines to complete the letter *Y* and give a word that begins with Mr. Y's sound.

CHATTERBOOK page 62B. Discuss letters in broken lines on the yawning characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *Y*. If it does, they connect the broken lines of the letter *Y*. If the word does not begin with *Y*, they put an *X* over the box. Use the following words: (1) *yes,* (2) *yard,* (3) *yesterday,* (4) *laundry,* (5) *year,* (6) *yolk,* (7) *wink,* (8) *yellow.* (Complete procedure is on *Guide* p. xiv.)

QUICK CHECK: Read the following words, one at a time, stressing the initial sound. Ask children to hold up the purple circle on their *Chatterbooks* if they think the word begins with the sound for *Y* and the yellow circle if the word begins with another sound. Words: *yours, young, rule, yes, tail.*

Before you read the poem below, the children should know that a yak is a large animal that has horns and looks somewhat like a long-haired ox. It is found in Tibet. Yaks, like cattle, feed on grass. Though most children will know what a sweet potato is, they may not know that a yam is a sweet potato too. Read the poem to the class.

THE YARN OF THE YAM-EATING YAK

Out in the yard I saw a young fellow
Chewing yams that were plump, ripe and yellow.
He was a young beast with a big hairy back,
And he looked very much like a yam-eating yak.
Yam-eating yaks don't exist, you might say,
But I saw this yak eating yams yesterday.

Reread the poem and ask children to yawn every time a word starts with the same sound as *yawning.*

CHATTERBOOK page 63. Direct children to find all the words in the poem that start with the letter *Y,* and draw a yawn (circle) around them. Walk around the room as children work, and give help where needed. When the page has been checked, the children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Find words that begin with* **Y** *and paste them in notebooks.*

SUMMARY

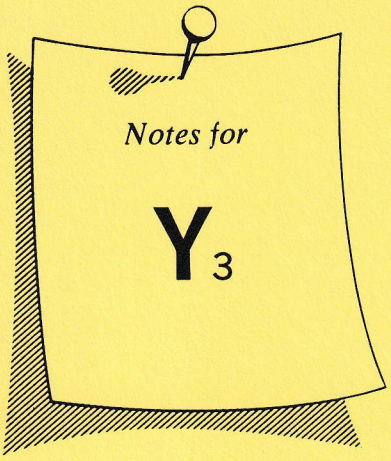
Elicit the following conclusion: Many words in "The Yarn of the Yam-Eating Yak," such as *your* and *yellow,* start with *Y.*

ENRICHMENT

ART: A painting lesson might be one-color painting in shades of yellow. Draw objects that are yellow (lemon, pencil, sweater, pail).

STORY TELLING: Make up stories about "The Yo-Yo Who Got Seasick," "The Egg Without a Yolk," "The Year that Lost a Month."

TRIP: Visit a yak at the zoo.



OBJECTIVES

General

- Decoding and spelling from dication one-syllable, short-vowel words starting with the letter *Y*.
- Testing and evaluating skills related to the letter *Y*.

Specific

- Break the code for words that start with the letter *Y*.
- Spell words that start with *Y*.
- Make sure of Mr. Y.

MATERIALS

Chatterbook page 64, chalkboards, Duplicating Master 23.

MOTIVATION

Write the word *yes* on the board and draw appropriate clue boxes next to it.

DEVELOPMENT

Who can break the code? Volunteers fill clue boxes and break the code for the word *yes*.

CHATTERBOOK page 64. Break the code, following the procedure on *Guide* p. xv. Draw attention to special clue boxes in words where necessary.

QUICK CHECK: When all the words have been decoded, write them on the board and, pointing to one at a time, not necessarily in order, let children volunteer sentences, using that word. The same word may be pointed to several times so that every child has a turn to make up a sentence.

CHALKBOARD PRACTICE: Using any of the words on *Chatterbook* page 64, dictate words for spelling, following the procedure on *Guide* p. xv.

HOMEWORK OR FOLLOW-UP: Children may make a list of words starting with *Y* that they can read and spell. Ask each child to prepare a question that someone else must answer by saying "yes." For example: Is today_____? Is your name_____? Do dogs bark? Does somebody love you?

SUMMARY

Elicit the following: We can read and spell words that begin with *Y*, such as *yell, yak, yip,* and *yank.*

ENRICHMENT

SPELLING BEE: Dictate words for spelling. Check correct answers by letting volunteers spell the word aloud, and then have the rest of the class repeat the spelling in chorus.

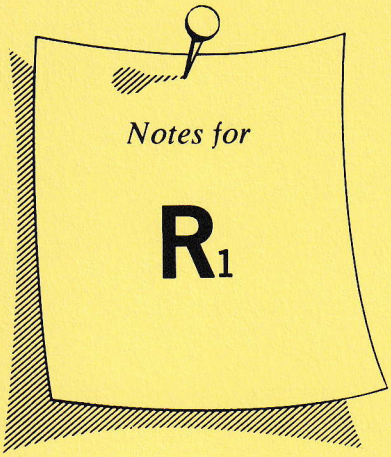
A DAY FOR MR. Y: Suggestions: Yarn Day (Embroider simple outlined pictures with yarn. Make yarn dolls.), Yellow Day (Bring in yellow items.).

A BOX FOR MR. Y: Suggestions: Yellow Box (Collect objects that are yellow, *e.g.*, pencils, pens, hair clips, papers.).

TEST

Let's make sure of Mr. Y. Use Duplicating Master 23. For detailed analysis of this test see *Guide* p.111. (Be sure the children can identify all illustrations.)
Instructions for each exercise are as follows:

1. Draw a line under Mr. Y's special feature.
2. Draw a line under the pictures of objects that start with Mr. Y's yawning sound.
3. Write a *Y* in front of all the words that begin with *Y*. Write a *W* in front of all the words that begin with *W*. Write a *K* in front of all the words that begin with K.
4. Listen to the words. If the word starts with Mr. Y's sound from *yawning* put a check over the *Y* in the first box (the box nearest the window, board, etc.). If the word does not begin with the yawning sound check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *yell,* (2) *wink,* (3) *yam,* (4) *yes,* (5) *guard.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *Y* and belongs to *E.*
7. Underline the word that matches the picture.
8. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person R and his characteristic, *ripping rubberbands.*
- Association of *R*'s ripping rubberbands with words that start with the sound for *R*.
- Introduction of written symbols for the letter *R*.

Specific

- Meet Mr. R and his *ripping rubberbands.*
- Find pictures of things that start with the same sound as *ripping rubberbands.*
- Write big and little *R*.

MATERIALS

Several rubberbands, Letter Meeting Greeting Packet *R*, replica of Mr. R, Alphabet Sheets, *Chatterbook* page 65A, crayons.

MOTIVATION

Dramatically stretch rubberbands. Put a rubberband around some books; put one around a stack of papers.

DEVELOPMENT

Ask children to name various uses for rubberbands. (Some girls may have rubberbands in their hair.) Tell children that though rubberbands can be useful, they can be abused too. *Today we are meeting someone who does the naughtiest things with rubberbands.* Elicit examples of how rubberbands can be destructive. Lead to the suggestion that rubberbands can be "shot."

Distribute Letter Meeting Greeting Cards for *R*. Discuss the appearance of Mr. R and his ripping rubberbands. Note the rubberbands on his head and in his pocket. *Mr. R is ready to shoot another rubberband. What kind of expression do you see on Mr. R's face?* (mischievous)

Display the replica of Mr. R and read Mr. R's verse:

Rubberbands, rubberbands, racing around the room,
Rubberbands, rubberbands, ripping, ripping, zoom!
Ripping, racing rubberbands really are a fright;
Mr. R is a rascal who's not acting right.

Let children repeat the lines with you. The children now compare the large replica of Mr. R with the one on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 65A. Help the class identify the pictures: (1) rope, (2) window, (3) rug, (4) ring, (5) rain, (6) rocket, (7) horse, (8) rabbit. Children may take turns at identifying the pictures by saying,

Mr. R has ripping rubberbands.
I hear Mr. R's sound in *rope*.

When all pictures have been discussed, children may check and color those pictures that start with Mr. R's sound. (*Guide* p. xiv)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. R) *What helps us remember his sound?* (ripping rubberbands) *What are some things whose names start with the* **R** *sound?* (rose, rug, ring)

NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *R*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Fill a bag for Mr. R with objects or pictures of objects that start with the* **R** *sound. Decorate bags with pictures of objects that start with the sound for* **R**. *Practice writing big and little* **R**.

SUMMARY

Elicit the following: Mr. R gets his sound from *ripping rubberbands*. We can write big and little *R*.

Notes for

R_2

OBJECTIVES

General

- Association of the sound for *R* with the written symbol for *R*.
- Auditory recognition of the sound for *R* in words.
- Visual recognition of the letter *R* in words.

Specific

- Draw *R* pictures.
- Listen for words that begin with the sound for *R*.
- Find words that begin with the letter *R*.

NOTE: The sounds for *V*, *W*, and *R* are often confused. It is important that children hear the difference.

INCIDENTAL LEARNING: A rhinoceros is a big animal that has one or two horns on his snout.

MATERIALS

Chart paper, *Chatterbook* pages 65B and 66, drawing paper, crayons, picture of a rhinoceros (optional).

MOTIVATION

Draw a large rubberband on the blackboard or on chart paper.

DEVELOPMENT

Children may draw objects that start with *R's* sound inside the rubberband. Evaluate and discuss the contents of Mr. R's bags which the children have filled at home. Each child should have a turn to show his favorite item and tell why it belongs in Mr. R's bag.

CHATTERBOOK page 65B. Discuss the letters in broken lines on the *ripping rubberbands* characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *R*. If it does, they connect the broken lines of the letter *R*. If the word does not begin with *R*, they put an *X* over the box. Use the following words: (1) *rush*, (2) *rag*, (3) *raft*, (4) *rail*, (5) *vest*, (6) *Ruth*, (7) *rainbow*, (8) *vain*. (Complete procedure is on *Guide* p. xiv.)

Before reading the poem below, discuss the appearance of a rhinoceros. The children should know that a rhinoceros is a large animal that has one or two horns on its snout. If a picture of a rhinoceros is available, it might be displayed or passed around the room. Read the poem to the class:

THE ROMPING RHINOCEROS

There was running and rambling down by the river;
The roaring and rumbling made us all shiver.
We wanted to rest, but it didn't get quiet;
So we rushed to the river to look for the riot.
But when we got there the scene was so cozy;
A romping rhinoceros played ring-a-round-a-rosy.

Reread the poem, and this time let the children shoot imaginary rubberbands when they hear a word that begins with the sound for *R*.

QUICK CHECK: Say the words below, one at a time, and direct children to raise the purple circle on their *Chatterbooks* when they hear a word beginning with the sound for *R* and the yellow circle if the word begins with another letter. Words: *rich*, *veal*, *ring*, *wing*.

CHATTERBOOK page 66. Children may draw "rubberbands" around all words that begin with *R*. Check work by writing the poem on the board and calling on volunteers to draw "rubberbands" around the *R* words. After words have been checked, children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Cut out words starting with the letter* **R** *and paste in notebooks. Visit a rhinoceros at the zoo.*

SUMMARY

Elicit the following: Many words (such as *rag*, *rainbow*, *running* and *river*) begin with the sound for *R*. Many words in the poem, "The Romping Rhinoceros," begin with the letter *R*.

ENRICHMENT

Adapt any relay racing game for Mr. R. Children must give a word starting with the *R* sound as they take turns.

Notes for

R3

OBJECTIVES

General

- Decoding one-syllable, short-vowel words with *R* in the initial position.
- Spelling from dictation, words with *R* in the initial position.

Specific

- Break the code for words that start with the letter *R*.
- Spell words that begin with *R*.

MATERIALS

Chatterbook page 67, chalkboards.

MOTIVATION

Write the words *rat*, *red* and *rim* on the board and draw the appropriate clue boxes next to them.

DEVELOPMENT

Choose volunteers to fill the clue boxes and break the code.

CHATTERBOOK page 67. Break the code, following the procedure in *Guide* p. xv.

QUICK CHECK: Write the words *rip, rug, rag, rat, ram, run* on the board. Read the sentences below to the children; then choose volunteers to underline the word on the board that completes each of the sentences.

1. Wipe the spilled milk with a _____ (rag).
2. The cat chased the _____ (rat).
3. The floor is covered with a _____ (rug).
4. If you pull the paper it will _____ (rip).
5. You may catch the bus if you _____ (run).

CHALKBOARD PRACTICE: Dictate any words from *Chatterbook* page 67, following the procedure on *Guide* p. xv. Remind children to listen for squoosh sounds.

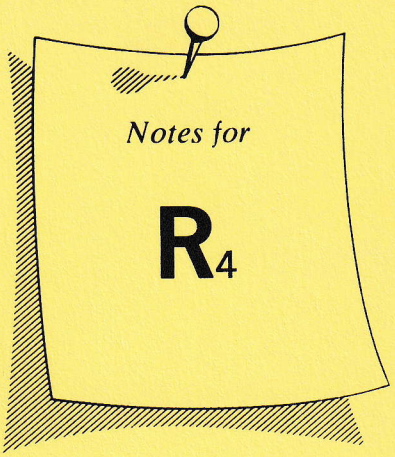
HOMEWORK OR FOLLOW-UP: *Make a list of words starting with* **R** *that can be read and spelled.*

SUMMARY

Elicit the following generalizations: We can read and spell words that begin with *R*, such as *rag*, *red*, *rob*.

ENRICHMENT

RABBIT RACE: The class is divided into two teams. Each child on the team has a turn to be a rabbit. The rabbit runs around the room when members of the opposing team say words starting with the *R* sound. If the word given does not start with the *R* sound, the rabbit remains still.



OBJECTIVES

General

- Decoding and spelling one-syllable, short-vowel words with *R* as part of a blend (squoosh).
- Testing and evaluating skills related to the letter *R*.

Specific

- Read and spell words with *R* in a squoosh box.
- Make sure of Mr. R.

MATERIALS

Chatterbook page 68, chalkboards, Duplicating Master 24.

MOTIVATION

Draw six rubberbands on the blackboard. Each rubberband has scrambled letters on it. When unscrambled, each group of letters forms a word: *ort* (rot), *bor* (rob), *dre* (red), *ord* (rod), *nur* (run).

DEVELOPMENT

These are ridiculous rubberbands. They got their letters mixed up. We have to help them. Let's put the rubberbands in order. Try to unscramble the letters to make a word. All the words begin with **R**. Choose volunteers to come to the board and untangle the rubberbands.

CHATTERBOOK page 68. Break the code for words that have an *R* squoosh, adapting the procedure on *Guide* p. xv.

QUICK CHECK: *What are some words that start with an* **R** *squoosh? (trust, grand, front)*

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Dictate any of the words on *Chatterbook* page 68, following the procedure on *Guide* p. xv.

HOMEWORK OR FOLLOW-UP: *Find words in which* **R** *squooshes and paste them in notebooks.*

SUMMARY

Elicit the following: We can read and spell words *(e.g., crack, drift, strap)* with *R* in a squoosh box.

ENRICHMENT

A BOX FOR MR. R: Encourage children to decide what kind of box Mr. R would like. Suggestions: Ring Box (Children make rings and put them in a box.), Ribbon Box (Children may bring all kinds of ribbons.).

A DAY FOR MR. R: Encourage children to decide what kind of day Mr. R would like. Suggestions: Raisin Day (Eat raisins. Bake raisin cookies.), Rhyme Day

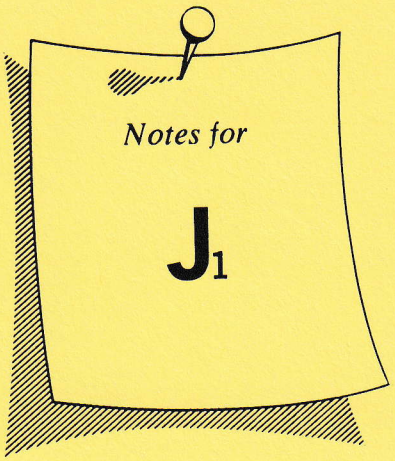
(Children rhyme words. Those who are ready may "write" small rhymes.) Riddle Day (Children may ask or make up riddles.)

TEST

Let's make sure of Mr. R. Use Duplicating Master 24. For detailed analysis of this test see *Guide* p. 111. (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. R's special feature.
2. Draw a line under the pictures of objects that start with Mr. R's *ripping rubberband* sound.
3. Write an *R* in front of all the words that begin with *R*.
   Write a *Y* in front of all the words that begin with *Y*.
   Write a *W* in front of all the words that begin with *W*.
4. Listen to the words. If the word starts with Mr. R's sound from *ripping rubberbands* put a check over the *R* in the first box (the box nearest the window, board, etc.). If the word does not begin with the ripping rubberband sound check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *rule,* (2) *rug,* (3) *bat,* (4) *rock,* (5) *wool.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *R* and belongs to *I*.
7. Draw a circle around each word in which *R* squooshes.
8. Underline the word that matches the picture.
9. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person J and his characteristic, *jumbled junk.*
- Association of the sound for *J* with words that start with *J*.
- Introduction of written symbols for the letter *J*.

Specific

- Meet Mr. J and his *jumbled junk.*
- Find pictures of things that start with the same sound as *jumbled junk.*
- Write big and little *J*.

MATERIALS

A jacket with its pockets full of junk, crayons, Letter Meeting Greeting Packet *J*, replica of Mr. J, Alphabet Sheets, *Chatterbook* page 69A.

MOTIVATION

Empty a jacket pocket, taking out all kinds of junk (string, baseball cards, peanuts, lipstick, skate key, etc.).

DEVELOPMENT

Be very dramatic as you utter in dismay, *"Junk, junk, junk! How many of you have a pocketful of junk?"* Some children may volunteer to empty their pockets or briefcases to show their junk. *What is junk?* (Junk has different meanings. One man's antique is another man's junk.) Discuss the difference in opinion between child and adult on what is considered junk. *Today we will meet a Letter Person who loves junk.*

Distribute Letter Meeting Greeting Cards for *J*. Discuss the appearance of Mr. J and his jumbled junk. Discuss the different kinds of junk that is jumbled all over Mr. J's body. Note that Mr. J's hat is an old tin can. Encourage children to identify other pieces of junk on *J*'s body. (broken bird cage, drum, target)

Display the replica of Mr. J and read Mr. J's verse.

A junky jewel or junky toy
Makes Mr. J jump for joy.
Anything that's thrown away
Is a joy for jumbled J.

Children may repeat the lines with you. The children now compare the large replica of Mr. J with the one on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 69A. Volunteers may identify the pictures at the top of the page (1) jack in the box, (2) jars, (3) junk, (4) hat, (5) jail, (6) doughnut, (7) top, (8) jump. Then let children check the pictures whose names begin with the sound for *J*. Volunteers may take turns saying:

"Mr. J has jumbled junk.
I hear Mr. J's sound in *jars*.
I'll check the picture of jars."

This procedure continues for the remaining pictures. When all *J* pictures are checked, the children may color them. (*Guide* p. xiv)

QUICK CHECK: *What is the name of the Letter Person we met?* (Mr. J) *What helps us remember his sound?* (jumbled junk)

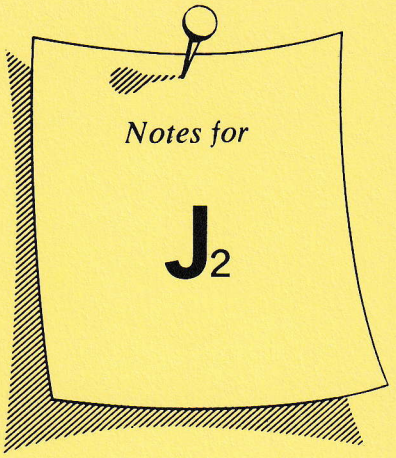
NOTE: This is a good place to stop if the class is restless.

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *J*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Collect some junk for Mr. J's bag. Practice writing big and little J in notebooks. Draw pictures of junk. Cut out pictures starting with the J sound and paste them in notebooks.*

SUMMARY

Mr. J has jumbled junk. You can hear the *J* sound in *jumbled junk*. We can write big and little *J*.



OBJECTIVES

General

- Association of the sound for *J* with the written symbol *J*.
- Auditory recognition of the initial sound for *J* in words.
- Visual recognition of the letter *J* in words.

Specific

- Listen to words beginning with the sound for *J* and trace the letter.
- Listen for words that begin with *J*'s sound in a poem.
- Find words that begin with the letter *J*.

MATERIALS

Colored chalk, *Chatterbook* pages 69B and 70, crayons, drawing paper.

MOTIVATION

Four broken-line *J*'s on the board, preferably in colored chalk.

DEVELOPMENT

Four children may stand at the board facing the class while a volunteer suggests a word. If the word begins with *J*, children turn to the board and connect the broken lines. If the word begins with another sound, the children remain facing the class. This game may be repeated several times. Note: If children suggest soft *G* words such as *gym* or *George,* these words are acceptable at this point, as they have the *J* sound. (If necessary, refer to "How G Got Another Sound," *Guide* p. 291.)

CHATTERBOOK page 69B. Discuss the broken-line letters on the jumbled junk characteristic. Starting at the top left corner and going to the right, dictate one word for each box. Children listen to the word and decide whether or not the word begins with *J*. If it does, they connect the broken lines of the letter *J*. If the word does not begin with *J*, they put an *X* over the box. Use the following words: (1) *June,* (2) *joy,* (3) *just,* (4) *dump,* (5) *job,* (6) *jelly,* (7) *jealous,* (8) *rag.* (Complete procedure is on *Guide* p. xiv.)

QUICK CHECK: Read the words *jam, judge, shoe, joy,* one at a time, to the class. Children hold up the purple circle on their *Chatterbooks* if they hear *J* starting a word, and the yellow circle if they hear another sound.

Before reading the following poem, let children stand near their seats and do a variety of jumps. One child may be leader and jump on one foot, then on the other, then with arms extended, etc. *The poem is about a boy named Jasper, who jumped all the time.* Read the poem to the class.

THE JINGLE OF JASPER JUMPER

I'm a jolly, jumping boy;
Jumping is my greatest joy.
Jasper Jumper is my name;
Join me in a jumping game.
Jump, jump, jog and wiggle,
Jump, jump, jog and jiggle.
If you'll just watch me carefully,
You'll jump along in step with me.

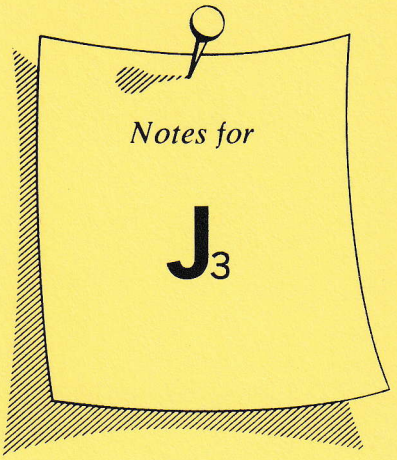
Reread the poem, asking children to listen for all the words that start with the sound for *J* as in *jumbled junk*. Every time the *J* sound starts a word, children may jump. Encourage class participation on the rereading of the poem.

CHATTERBOOK page 70. Direct the children to underline the words that start with the letter *J*. Check by writing the poem on the board and having volunteers underline *J* words. Children may illustrate the poem.

HOMEWORK OR FOLLOW-UP: *Find words that begin with* **J** *and paste them in notebooks.*

SUMMARY

Elicit the following generalization: Mr. J's *jumbled junk* sound is heard in many words *(e.g., jolly, jiggle* and *joy).*



OBJECTIVES

General

- Decoding one-syllable, short-vowel words starting with the letter *J*.
- Spelling, from dictation, words that start with *J*.
- Testing and evaluating skills related to the letter *J*.

Specific

- Break the code of words that start with the letter *J*.
- Spell words that start with the letter *J*.
- Make sure of Mr. J.

MATERIALS

Chatterbook page 71, chalkboards, Duplicating Master 25.

MOTIVATION

Write the words *jet, jest, jam* on the board and draw the appropriate clue boxes next to them.

DEVELOPMENT

Call on volunteers to fill the clue boxes to break the code.

CHATTERBOOK page 71. Break the code for words that start with *J*, following the procedure on *Guide* p. xv. Walk around the room, helping children who seem to have difficulty.

QUICK CHECK: Write several words from the preceding exercise on the board. Call on children to read as you point to the words.

CHALKBOARD PRACTICE: Dictate words for spelling, following the procedure on *Guide* p. xv. Use any of the words from *Chatterbook* page 71. Check for correct spelling by letting children hold up their chalkboards after each word. Make sure the children are aware that an ending squoosh box is needed for the words *just* and *jump* and that the word *jack* needs a one-sound-ending squoosh box for the *CK*.

HOMEWORK OR FOLLOW-UP: *Keep a reading list of words that start with J.*

SUMMARY

Elicit the following: We can read and spell words that begin with *J*, such as *jack, jut, just.*

ENRICHMENT

FILL THE JURY BOX: One child is the judge. Another child gives a word. The judge directs the jury to decide if the word begins with *J*. If he agrees with the verdict, he repeats the judgment (*e.g.,* Yes, *joy* begins with *J.*). If he does not agree, he overrules the verdict. The child who gave the word can take a seat on the jury. Let each child have a chance to serve as judge or member of the jury.

A DAY FOR MR. J: *What kind of day would Mr. J like?* Junk Show Day, Juice Can Day (Make vases, pencil holders.), Joke Telling Day.

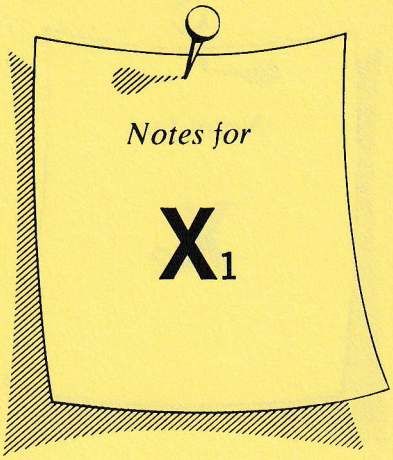
A BOX FOR MR. J: Suggestions: Junk Box, Jewelry Box (Jewelry such as necklaces may be made from beans, hollow noodles, buttons, etc.).

TEST

Let's make sure of Mr. J. Use Duplicating Master 25. For a detailed analysis of this test, see *Guide* p. 111 (Be sure the children can identify all illustrations.)

Instructions for each exercise are as follows:

1. Draw a line under Mr. J's special feature.
2. Draw a line under the pictures of objects that start with Mr. J's *jumbled junk* sound.
3. Put a *J* in front of all the words that begin with *J*. Put an *R* in front of all the words that begin with *R*. Put a *Y* in front of all the words that begin with *Y*.
4. Listen to the words. If the word starts with Mr. J's *jumbled junk* sound, put a check over the *J* in the first box (the box nearest the window, board, etc.). If the word does not begin with the *jumbled junk* sound, check the empty side of the box. Read the words below, one at a time. Be sure children check the appropriate box (from left to right). Words: (1) *jug,* (2) *jam,* (3) *wink,* (4) *junk,* (5) *garage.*
5. Decode the words listed.
6. Draw a circle around each word that starts with *J* and belongs to *U*.
7. Underline the word that matches the picture.
8. Write the word that goes with the picture.



OBJECTIVES

General

- Introduction of the Letter Person X and his characteristic, *all wrong*.
- Association of *X* with the sound for *KS* in the final position of a word.
- Introduction of written symbols for the letter *X*.

Specific

- Meet Mr. X.
- Hear "What's Wrong, X?"
- Write big and little *X*.

NOTE: *X* is being introduced only in the final position, as in *mix, box, fix*.

MATERIALS

Letter Meeting Greeting Packet *X*, replica of Mr. X, Alphabet Sheets, *Chatterbook* page 72, "What's Wrong, X?" (*Guide* p.283).

MOTIVATION

Appear very, very sad, as you tell the class: *The Letter People are really upset today. They have the worst problem they've ever had.*

DEVELOPMENT

When you meet the next Letter Person you'll see what the problem is. Distribute Letter Meeting Greeting Cards for *X* and discuss what is wrong with him. (All his body parts are wrong and his letter looks like the mark generally given for wrong or incorrect work.) Mr. X carries a test paper with an *X* on it.

Display the replica of Mr. X and read Mr. X's verse to the children.

Where does Mr. X belong?
His parts are altogether wrong.
Is he singer, clown, or dancer?
He doesn't seem to know the answer.

Children may repeat the lines with you. The children now compare the large replica of Mr. X with the one on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 72. Discuss the picture. *Which other Letter People are there? How do they feel about Mr. X? What are the expressions on their faces?* Read "What's Wrong, X?" (*Guide* p. 283). The children may color the picture in the *Chatterbook*.

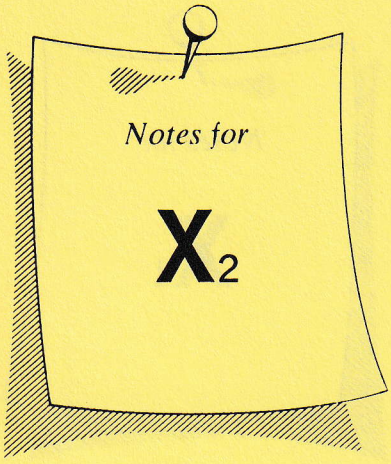
QUICK CHECK: *What is the name of the Letter Person we met today?* (Mr. X) *How does Mr. X get his sound?* (from the *K* and *S* squoosh)

WRITTEN PRACTICE: Demonstrate and encourage children to practice writing big and little *X*, following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Practice writing X in notebooks.*

SUMMARY

Elicit the following: Mr. X's sound is the *KS* squoosh. There is a big and little *X*.



OBJECTIVES

General

- Reviewing the letter *X*.
- Decoding words with *X*.
- Spelling, from dictation, words with *X* in the final position.
- Testing and evaluating skills related to *X*.

Specific

- Break the code of words ending with *X*.
- Spell words that end with *X*.
- Make sure of Mr. X.

MATERIALS

Chatterbook page 73, chalkboards, Duplicating Master 26.

MOTIVATION

Mr. X is anxious to work. In what part of a word may Mr. X appear? The Letter People have told him he can be only at the end of a word.

DEVELOPMENT

CHATTERBOOK page 73. Call to children's attention the fact that instead of a characteristic above the *X,* there is *KS* in a squoosh box. Review the reason for this characteristic. Break the code, following the procedure on *Guide* p. xv.

QUICK CHECK: *In what part of the word do we find X?* (at the end) *What sound does X use?* (*KS* squoosh)

CHALKBOARD PRACTICE: Before dictating words, explain that all the words will end with *X*, and that the children must listen for the *KS* sound. Use words from *Chatterbook* page 73. Repeat each word three times, first emphasizing the vowel sound, then the beginning and ending sounds. (Complete procedure is on *Guide* p. xv.)

HOMEWORK OR FOLLOW-UP: *Draw a picture of Mr. X.*

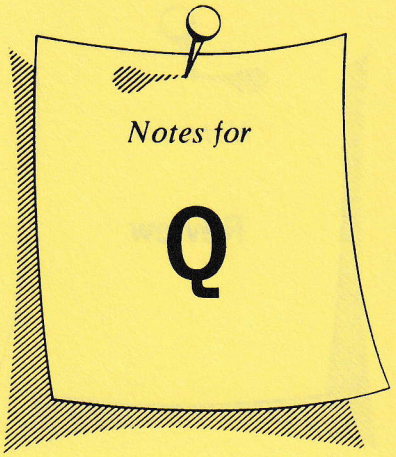
SUMMARY

Elicit the following conclusion: We can read and spell words that end with *X*. *X*'s sound is the *KS* squoosh. Some words that end with *X* are *box, fox, fix.*

TEST

Let's make sure of Mr. X. Use Duplicating Master 26. (Be sure the children can identify all illustrations.) Instructions for each exercise are as follows:

1. Draw a circle around the squoosh sound Mr. X makes.
2. Draw a line under the pictures of things that end with Mr. X's sound.
3. Draw a circle around the letter *X*.
4. Decode each word.
5. Write the words that describe the picture.
6. Write the following words from dictation: (1) *mix,* (2) *six,* (3) *wax.*



OBJECTIVES

General

- Introduction of the Letter Person Q and his characteristic, *quietness.*
- Association of *Q* with *quiet.*
- Introduction of written symbols for the letter *Q.*

Specific

- Meet Mr. Q.
- Learn Mr. Q's nickname, Quiet Q.
- Write big and little *Q.*

MATERIALS

Replica of Mr. Q, *Chatterbook* page 74, Letter Meeting Greeting Packet *Q,* Alphabet Sheets.

MOTIVATION

Draw a large umbrella with eyes, nose and mouth on the board.

DEVELOPMENT

Ask children to identify the picture. (Umbrella Face, Little Miss U) Remind children that "Umbrella Face" was a nickname given to Little Miss U. *Why was she called Umbrella Face?* (Her umbrella usually covers her face.) Review the meaning of *nickname.* Distribute Mr. Q's Letter Meeting Greeting Cards. *Today we shall meet the very last Letter Person. He has a nickname. Listen to his verse and guess his nickname.* Display the replica of Mr. Q and read the verse:

Poor Quiet Q
Has nothing to do.
He just hangs around
Not making a sound.

Children may repeat the lines with you. The children now compare the large replica of Mr. Q with the one on their cards. Discuss the missing letter, following the procedure on *Guide* p. xiii.

CHATTERBOOK page 74. Discuss the picture. (All the Letter People are talking. Q is standing quietly by.) Let children decide on a nickname for him. (Quiet Q)

QUICK CHECK: *Who is the last Letter Person we met?* (Mr. Q) *How is he different from the other Letter People?* (He is quiet.)

For a dramatic ending, cover the blackboard with question marks and say, *"We have questions, questions, questions about Mr. Q! What are some questions you have? I am sure we have enough questions for every question mark on the blackboard."* Elicit oral questions: *Why doesn't* **Q** *speak? Will he get a sound? What will it be?* (The Letter People must decide what to do.)

WRITTEN PRACTICE: Demonstrate and allow children to practice writing big and little *Q,* following the procedure on *Guide* p. xiii.

HOMEWORK OR FOLLOW-UP: *Think of answers to questions about* **Q**. *Write big and little Q. Find pictures of quiet things and paste in notebook.*

SUMMARY

Elicit the following conclusions: We met Mr. Q. We can write big and little *Q.*

Notes for

Review

OBJECTIVES

General

- Reviewing all the Letter People and their characteristics.
- Introducing alphabetization.
- Drawing inferences motivated by the characteristics of some Letter People.
- Testing and evaluating skills related to the letters.

Specific

- Make an alphabet book.
- Join the Masquerade Parade.
- See the filmstrip "A Patch to Match."
- Make sure of all the Letter People.

MATERIALS

Each child's complete collection of Letter Meeting Greeting Cards, string or yarn, hole puncher, materials for making costumes, filmstrip "A Patch to Match," Duplicating Master 27.

MOTIVATION

We have met all the Letter People. Let's celebrate.

DEVELOPMENT

Write the letters in alphabetical order across the board. Tell the children that now that they have a Letter Meeting Greeting Card for each letter they may arrange their cards in a special alphabetical order. Direct the children to put their cards in the same order as the letters on the board. When the cards are in order, punch two holes on the left side of the cards and tie them together with yarn or string to form a complete alphabet booklet. Since these will be used for alphabetizing, check to make sure each child's cards are in order before tying them into a booklet.

MASQUERADE PARADE: The children should be told about preparing materials for costumes several days before so that they will have time to plan and collect the things they need. Using a variety of materials, help each child make a costume he can wear to impersonate the Letter Person of his choice. When all costumes are made, a Letter People's Parade may be organized to march around the school, neighborhood or assembly room. Each Letter Person may introduce himself by saying, as in the case of Mr. H, "I am Mr. H. I have horrible hair. I start words like *happy* and *Halloween*. Some things that belong in my bag are hairpins, hats and horns."

FILMSTRIP: Show the filmstrip "A Patch to Match." Suggested discussion follows:

Frame 1: Read the title "A Patch to Match" and encourage children to think about what the patch has to match.

Frame 2: *Which Letter People do you see?* (Mr. D, Mr. B, Mr. V, Miss E) *What are they all doing?* (Mr. D is juggling his doughnuts; Mr. B is polishing his buttons; Mr. V is brushing his vest. In the foreground Miss E is vigorously exercising with her barbells.)

Frame 3: *What has happened to Miss E?* (She tore her dress.) *How do you think it happened?* (It tore as she stretched to lift the barbells.) *Who has seen what happened?* (Mr. L and Mr. D)

Frame 4: *How does Miss E feel?* (Sad. She is crying.) *Who is trying to help?* (Mr. B) *How is he trying to help?* (He is offering a button to fix the tear.) *Does it help?* (no) *Why not?* (It is too small, most of the tear can still be seen.)

Frame 5: *Who is trying to help Miss E now?* (Mr. Z) *How does he try to fix the tear?* (with a zipper) *Does it fit?* (no) *Why not?* (It is too long.) *Which Letter Person do you think could help fix the tear in Miss E's dress?*

Frame 6: *What is Miss E doing?* (She is crying.) *Who is about to come in?* (Mr. P)

Frame 7: *What do you think Mr. L, Mr. V, and Mr. D are saying to Mr. P?* (They are talking about what happened to *E*.) *How can you tell?* (They are pointing toward Miss E as they speak to Mr. P.)

Frame 8: *What is Mr. P offering to Miss E?* (a patch) *From where did he take the patch?* (from his heart) *How does Miss E feel?* (happy)

Frame 9: *Is the patch too big or too small?* (no) *How can you tell it fits just right?* (It covers the tear, but not the rest of the dress.) *How does Miss E look?* (pleased) *How does Mr. P look?* (worried) *What do you think is worrying Mr. P?* (the empty spot over his heart)

Frame 10: *Who is crying now?* (Mr. P) Encourage children to relate instances from their own experience in which they gave (or had to give) something of theirs away even though they wanted it very much. *Who is watching Mr. P?* (Mr. V, Mr. D and Mr. L) *What do you think they are thinking?* Elicit from the children that since Mr. P was so generous about giving his heart patch to help Miss E, perhaps Mr. L, Mr. V and Mr. D will now help him. *How could they help?*

Frame 11: *How does Mr. P feel now?* (happy) *Who do you think has helped make him happy?* (Mr. L, Mr. V, Mr. D) *How?* (Mr. V gave him his vest, Mr. L gave him a lemon lollipop, Mr. D gave him a doughnut.) *What is Miss E doing?* (exercising once more)

Frame 12: The end.

TEST

Let's make sure we know all the letters. Duplicating Master 27 tests the following:

1. Associating the characteristic with its corresponding letter.
2. Decoding.
3. Sound discrimination, dictation and spelling.

Instructions for each exercise are as follows:

1. Write the letter that goes with the characteristic on the line next to the characteristic.
2. Draw three clue boxes next to each word and decode the word.
3. Dictation: Write the words *bag, zip, fund, melt, strap, hot, jump, vex, back, win, yam.* (All letters of the alphabet except *Q* are used in the words above.)

HOMEWORK OR FOLLOW-UP: *Write the letters in alphabetical order, following the order of the alphabet booklets.*

SUMMARY

Elicit from the children the fact that they now know all the letters and that they have a special order, *alphabetical order*. *A* is the first letter and *Z* is the last letter.

Notes for

Imagine That! 1

OBJECTIVES

General

- Introduction of the Letter People in action.

Specific

- Meet the teacher, Miss Prim, and the Letter People at the pool.

MATERIALS

Story Picture 1, Poetry Page 273, *Chatterbook* page 75, crayons.

MOTIVATION

Story Picture 1 is on display.

DEVELOPMENT

Discuss contents of the picture. Spontaneous interaction among children should be encouraged. *What familiar figures do you see?* (some of the Letter People: *A, D, L, M, P, E, R, C*) *Who do you think the strange woman is?* Let children speculate. If no one guesses, tell them that she is a teacher and her name is Miss Prim. *Where are they?* (at the pool) *Why do you suppose Miss Prim is here?* (She wants to go swimming.) *Which little boys look as though they will cause trouble? (C* and *R) How can you tell?* (expressions on faces) *What do you think is going to happen?*

Read Poetry Page 273, Part I. Encourage discussion by asking the following questions: *Why do you think the teacher was afraid to go swimming? Would you go swimming in that pool? Why? Why not? What funny people is Miss Prim talking about? Do you think they are funny people? Miss Prim stared and stared at the funny people.* Volunteers may take turns staring the way they imagine the teacher stared. *How do you think your mother would feel if she went to the swimming pool and saw the Letter People? If you were Miss Prim, would you stay at the pool? What do you think the teacher will do?*

QUICK CHECK: *Who met the Letter People?* (Miss Prim) *How did she feel toward them?* (She was afraid of the strange Letter People.)

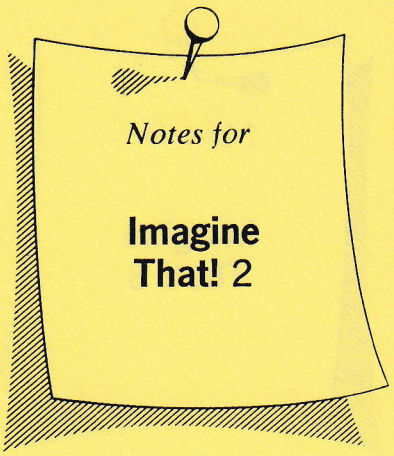
CHATTERBOOK page 75. The children may color the outlined picture.

T.V. TIME: The cast might include the teacher, Mr. R, Mr. C, other Letter People, announcer, and student director. Encourage children to make up their own script for the play.

HOMEWORK OR FOLLOW-UP: *Be ready to talk about "The Naughtiest People I Ever Met"* (by Miss Prim).

SUMMARY

Elicit from children: The Letter People were all at the pool when the teacher came to swim; she was afraid of all the strange people she saw.



OBJECTIVES

General

- Continuation of the Letter People's story.
- Reading sentences for meaning.
- Writing and spelling words.

Specific

- Read about Miss Prim.
- Write and spell words.

MATERIALS

Story Picture 2, Poetry Page 273, *Chatterbook* page 76, chalkboards.

MOTIVATION

Display Story Picture 2.

DEVELOPMENT

Discuss the picture with the children. Encourage spontaneous interchange of ideas. The following questions may stimulate discussion: *What has happened to the teacher? What makes her look so strange in the pool? How do you think the teacher feels? Were you ever thrown into a pool with all your clothes on? Who do you think pushed Miss Prim in? Are you surprised that Mr. R did that? What other naughty thing might he have done?* ("shot" her with rubberbands) *When Miss Prim fell in the pool, she might have fallen on someone. Who is always in the pool?* (Little Miss O) *That poor teacher!* Read Poetry Page 273, Part II.

QUICK CHECK: *What happened to Miss Prim?* (She was pushed into the pool.) *Who pushed her in the pool?* (Mr. R and Mr. C)

CHATTERBOOK page 76. Discuss the illustration. The children may read the sentences to themselves and then volunteers may read them aloud. If necessary, the children may draw clue boxes around the words they find difficult to read. If the children wonder about the initial capital in *Miss* and *Prim,* the concept of capitalizing names might be introduced here. (*Guide* p. xvi)

CHALKBOARD PRACTICE: Dictate any of the words on *Chatterbook* page 76. Children who can write the words without the help of clue boxes should be encouraged to do so. (Complete spelling procedure is on *Guide* p. xv.)

HOMEWORK OR FOLLOW-UP: Activities may include the following: Draw a picture of *C* and *R* pushing the teacher into the pool. Write other sentences to go with the *Chatterbook* illustrations. Draw a picture of a dry dress and a wet dress. Make comic strips based on Story Pictures 1 and 2, and write original captions.

SUMMARY

Elicit the following conclusions: Mr. C and Mr. R pushed the teacher into the pool. We can spell words such as *Miss, Prim* and *swim.*

ENRICHMENT

TALK TOPIC: "My Life as a Dress."

Notes for

Imagine That! 3

OBJECTIVES

General

- Reviewing names of letters in the alphabet. (*Q* is excluded.)
- Associating letters with words that start with their sounds.

Specific

- Act the part of a Letter Person.

MATERIALS

An envelope or box containing 25 folded squares of paper. Each folded square has one letter of the alphabet. (*Q* is excluded.) Story Picture 3, Poetry Page 273, replicas of all Letter People except *Q*, *Chatterbook* page 77.

MOTIVATION

Each child may pick one of the 25 folded squares. Tell the children that when they unfold the paper, each will find the name of the Letter Person he is to impersonate. Be sure their identity remains secret.

DEVELOPMENT

Display Story Picture 3. Encourage spontaneous exchange of ideas. Suggested questions: *What is the teacher doing? How are some of the Letter People helping her?* Read Poetry Page 273, Part III.

Display all the Letter People except *Q*. Choose one child to sit in a chair and act the part of Miss Prim. The other children, impersonating the letters they have chosen, will introduce themselves to Miss Prim. Direct the children to give clues about their identity. Each child in turn will tell something about his Letter Person. For example, "I hate haircuts. Things that start with my sound are *horse* and *house*. Who am I?" Then a volunteer will choose the correct letter replica and say, "You are Mr. H, and you have horrible hair." Continue until all 25 letters have been reviewed. NOTE: Extra help may be needed for *X*. Clues: I am all wrong. So far I have not been allowed to start a word. Mr. K and Mr. S gave me their squoosh sound.

QUICK CHECK: *Which Letter People have been introduced? Which Letter Person is missing?* Hopefully the children will discover that Mr. Q has not been presented. *Why do you suppose he can't introduce himself?* (He has no sound.) *Poor Mr. Q!*

CHATTERBOOK page 77. The children have to figure out which letter is missing. Every picture gives the clue to one of the letters. Direct the children first to name the picture and decide with which letter sound it starts. When they have decided, they may put that letter in the empty clue box below the picture, thus completing a word. Then they are ready to break the code and read the word. Do as many words with the children as necessary.

HOMEWORK OR FOLLOW-UP: *Draw "Guess Who I Am" pictures. For example, a lollipop picture would be for Mr. L, and an umbrella for Miss U.*

SUMMARY

Elicit the following conclusions: We reviewed letter names. We heard the initial letter sounds at the beginning of names for things.

Notes for

QU$_1$

OBJECTIVES

General

- Introducing the concept that *Q* and *U* together make the *kw* sound.
- Recognition of the sound for *Q* and *U* in the initial position in words.
- Recognition of the letters *QU* in the initial position in words.

Specific

- Listen to "Miss U to the Rescue."
- Listen for words that begin with the *kw* sound.
- Find words that begin with *Q* and *U*.

MATERIALS

"Miss U to the Rescue" (*Guide* p. 284), Story Picture 4, *Chatterbook* page 78, crayons, puppets and stage.

MOTIVATION

Mr. Q never came to introduce himself to Miss Prim. Why do you suppose he did not introduce himself? (Because he can't speak.) *Let's listen to his story.*

DEVELOPMENT

Read Part I of "Miss U to the Rescue" (*Guide* p. 284) and discuss it with the children.

Display Story Picture 4. Encourage free interchange of ideas with such questions as: *How can you tell that Mr. Q is upset?* (His facial expression; he is falling down.) *How does Little Miss U show her kindness?* (She comes to help him.) Read the story to the end.

QUICK CHECK: *How did Little Miss U help Mr. Q?* (She helped him up when he fell; she promised to make a sound with him.) *What sound does Mr. Q make together with Little Miss U? (kw) From where does the sound come?* (Quiet Q)

Read "Quincy the Quacker" to the class.

QUINCY THE QUACKER

I am Quincy the Quacker and I can quack quickly;
I'm not like Q, who is quiet and sickly.
I will not quit quacking; it's out of the question,
It's quite useless for you to make that suggestion.
Though it seems queer to quack all day through,
What else is a quacker supposed to do?

Reread the poem, letting children quack quietly every time they hear a word starting with the *QU* sound.

CHATTERBOOK page 78. Direct children to underline the words in the poem that start with *QU*. They may then illustrate the poem in the space provided.

HOMEWORK OR FOLLOW-UP: *Find words starting with QU in magazines and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: Quiet Q was unhappy because he had no sound. Miss U came to help him, so *Q* and *U* say *kw* together. Some words starting with the *QU* sound are *quiet, quack, question, Quincy.*

Notes for

QU$_2$

OBJECTIVES

General

- Decoding and reading words with *QU* in the initial position.
- Testing and evaluating all skills related to *QU*.

Specific

- Break the code for words that begin with *QU*.
- Make sure of *QU*.

MATERIALS

Poetry Page273 , *Chatterbook* page 79, Duplicating Master 28.

MOTIVATION

Read Poetry Page 273 .

DEVELOPMENT

Reread and emphasize the last two lines:

When I'm with *Q,* I make no sound
Q and *U* say *kw* wherever they are found.

Explain or elicit the importance of what Little Miss U says.

Write the word *quit* on the board and draw three clue boxes. Ask children to decide to whom the word belongs. Establish that the word does not belong to Little Miss U. She is there only for Mr. Q. The only sound Little Miss U can make with Mr. Q is the *kw* sound. Lead the children to the conclusion that the word belongs to Miss I.

A volunteer may put *I* in the big belonging box. Another child may fill the starting box. Remind children that Mr. Q cannot go alone because he can never make a sound by himself. He always needs *U* after him. *Q* and *U* go in the starting box together. Another child fills the ending box with *T*. Follow the same procedure for the words *quick, quack, quill, quilt, quip*. Note the need for special ending boxes where necessary.

NOTE: If the children ask why *QU* is not in a starting squoosh box, explain that *Q* and *U* do not squoosh sounds. *Q* has no sound except when Little Miss U stands next to him; therefore, they are allowed together in a regular starting box.

QUICK CHECK: *Why can't Mr. Q speak?* (He has no sound.) *Who always stands next to him to help?* (Miss U) *When does Little Miss U ignore her sound?* (When she is with *Q*.) *What sound do Mr. Q and Miss U make together? (kw)*

CHATTERBOOK page 79. Break the code. (Complete procedure is on *Guide* p. xv.) Before the children work independently, decode the first two words with them. Emphasize that the words cannot belong to Miss U when she is with Mr. Q. She can only make the *kw* sound with Mr. Q when she stands after him. The word belongs to another vowel in the word.

HOMEWORK OR FOLLOW-UP: *Write a list of words that begin with* **QU**. *Write* **Q** *and* **U** *together in capital and small letter combinations.*

SUMMARY

Elicit the following conclusions: We broke the code for words that begin with *QU*. *Q* and *U* go together in a regular starting clue box because *U* is part of the *QU* sound. The word belongs to another vowel in the word.

TEST

Let's make sure of ***QU.*** Use Duplicating Master 28. Be sure children work from left to right.

Instructions for the test are as follows:

1. Draw a line under the picture that goes with Mr. Q.
2. Draw a circle around the vowel that makes a sound with *Q*.
3. Draw a circle around the sound *Q* and *U* make.
4. Draw a circle around the kind of clue box that *Q* and *U* go into.
5. Decode each word.
6. Draw clue boxes and decode the words.
7. Draw a line under the word that describes the picture.
8. Write three big *Q*'s and three little *q*'s.
9. Listen to each word. If the word you hear begins with the *kw* sound, put a check over the *QU* in the box. If the word begins with another sound, check the empty part of the box. Words: (1) *quart,* (2) *cold,* (3) *quickly,* (4) *winter,* (5) *quest.*

Notes for

Letter Review

OBJECTIVES

General

- Reviewing all the letter sounds.

Specific

- Listen to the next part of the Letter People's story.
- Dramatize the story.

MATERIALS

Story Picture 5, Poetry Page 273, replicas of all Letter People, *Chatterbook* page 80, puppets.

MOTIVATION

Story Picture 5 on display.

DEVELOPMENT

Encourage discussion of the picture with such questions as: *How does the teacher look now? How does Mr. H look? Why do you think Mr. H has a whistle around his neck?* (He's the group leader. He has to call the meeting to order.) Read Poetry Page 273 to the children, stopping after line 8.

Who is calling the letters to order? (Mr. H) *What does Mr. H want the Letter People to do?* (Come to the meeting to make more words.) *Why won't the letters get out of the pool?* (They want to fool around.) Continue reading to the end. Reread and discuss each line.

Mr. H says that every Letter Person is here for a reason. What reason does he have in mind? (to make words) *What is the first thing Mr. H wants the Letter People to do before they make more words?* (tell us their sounds)

QUICK CHECK: Each child may choose a letter replica, pretend he is the Letter Person and introduce himself. For example: I am Mr. _____ (letter). I have _____ (characteristic). You hear my sound in _____ (word).

He may then write the letter, and under it a word that begins with the letter. Repeat this procedure until all letters have been reviewed. When it is *X*'s turn, remind the children that *X* makes the *ks* sound at the end of a word. When it is *Q*'s turn he must stand next to Miss U and they must speak together.

CHATTERBOOK page 80. Discuss the illustrations. Children read the sentences to themselves, and then aloud. They may draw clue boxes around the words if necessary. Elicit from the children that what the letters will "tell" is their sounds, and that *Q* cannot tell his sound without Miss U. (*Guide* p. xvi)

HOMEWORK OR FOLLOW-UP: *Draw a picture of Miss Prim meeting the Letter People.*

SUMMARY

Elicit the following conclusion: All the letters know their sounds and they are ready to make more words.

Notes for

Vowels and Consonants 1

OBJECTIVES

General

- Distinguishing between consonants and vowels.
- Showing unequal distribution of letters between consonants and vowels.

Specific

- Associate the boys with the consonants and the girls with the vowels.
- Discover that there are many more consonant Letter People than there are vowel Letter People.

MATERIALS

Two large blank pieces of chart paper cut into banner shape, replicas of all Letter People, *Chatterbook* page 81, Story Picture 6, Poetry Page273 .

MOTIVATION

Tape the two banner-shaped pieces of paper to the board.

DEVELOPMENT

Display Story Picture 6. Focus special attention on the two banners. (The children should know that a banner is a kind of flag.) Read the words *vowels* and *consonants* to the children. Let them discover the make-up of each group. (Boys are consonants; girls are vowels.) Elicit the observation that there's a much bigger crowd around the consonant banner. Explain that the 5 girls will be called vowels and the 21 boys will be called consonants. Read the first four lines of Part I on Poetry Page 273 . Draw attention to the blank banners on the board. Encourage children to suggest that the word *vowels* should be written on one banner and the word *consonants* on the other banner. Volunteers may then copy the words on to the banners. Each child may now select a replica of a Letter Person. All the replicas should be used. Select callers to call out names of Letter People, one at a time. When a Letter Person is called, the child who has the corresponding replica stands on line near the correct banner and says: I am Mr. (or Miss) _____. I am standing on the (consonant or vowel) side.

Encourage the children to talk about the uneven distribution between consonants and vowels. Read the rest of Part I. Discussion questions: *Why are the vowel girls so angry?* (There are so few of them.) *How do the vowels "share" the consonants? Why must there be a vowel in every word?* (Every word belongs to a vowel.) *How many vowels are there?* (five)

QUICK CHECK: *Into how many groups do the letters divide?* (two) *What are the names on the banners?* (consonants and vowels) *Who seems unhappy about the division?* (vowels)

CHATTERBOOK page 81. *Trace the broken lines of the letters of each banner. Place each of the letters in the top row under the correct banner. Check off each letter as you use it.*

HOMEWORK OR FOLLOW-UP: *Make individual consonant and vowel banners. Make a shoebox diorama of the letter division into two groups.*

SUMMARY

Elicit the following conclusions: Letters have been divided into consonant and vowel groups. Girls are always vowels, boys are consonants. There are many more consonants than vowels.

Notes for

Vowels and Consonants 2

OBJECTIVES

General

- Recalling the unequal division of vowels and consonants.
- Establishing that vowels have more than one sound.

Specific

- Learn that the vowels will have more than one sound.

MATERIALS

Story Picture 7, replicas of the Letter People, *Chatterbook* page 82, puppets, Poetry Page 273 .

MOTIVATION

Draw teardrops all over the blackboard. Let children speculate about whose tears they might be.

DEVELOPMENT

Display Story Picture 7 and discuss it with the children. *Why are the crying vowels gathered around Mr. H? What do you think their complaint will be?* (There are too few vowels as compared to consonants.) *How does that make it hard for the vowels?* (There's too much work for them to do.) *Why is there so much work for vowels?* (There are only five vowels, and a vowel has to be in every word.)

Today we will keep a record as we make words, so we can see how hard the vowels really have to work. (Distribute the Letter People.) *If we see that the vowels really work hard, we'll have to agree with them that Mr. H should make their job easier.* Draw three clue boxes on the board. The belonging box should be drawn in big bold lines. Say the word *hat*. The class decides who should be in the belonging box, and a volunteer puts *A* in the belonging box. As clue boxes are filled on the board, the children holding the *H, A, T* Letter People stand at their seats. After the word is written, call the letter who starts the word. The holder of *H* steps forward and comes to the front of the room. Then call the letter to whom the word belongs. The holder of Little Miss A steps forward and stands next to *H*. Then call the letter who ends the word. The holder of *T* ends the word. The corresponding Letter People may stand in front of the room next to one another facing the class, so the word, when complete, may be read.

Repeat the procedure for the words: *had, lap, crab, jam, van.* Let the consonants accumulate at a side of the room after being used. Point out that Little Miss A is needed again and again, and she must be getting tired. All words should remain on the board so that the following inference may be drawn by children: Each consonant was used only once in all those words, but Little Miss A had to say the same thing over and over again. *Poor Little Miss A! What sound does she have to say in every one of those words? (ă) Now we know why she is tired of ă,ă,ă, in all these words. How would you like to say the same thing all the time?*

NOTE: If children point out that each consonant also makes the same sound all the time, explain that since there are so many consonants they don't have to repeat the same thing so often. Show children that each consonant said his sound only once in all the words on the board because there are so many of them. The vowels are very few, and they have to make the same sound much more often.

CHATTERBOOK page 82. *The page is divided into five parts. Look at each part. Each part belongs to one of the vowels. The vowel girl to whom each part belongs has a big box under her. Across the bottom line of each part are all the consonants, each with a box under it. Every time the letter is used in a word we will put a tally mark* (slanted line) *in the box under that letter. Who has the largest box?* (the vowel) *Why do you think that is necessary?* (It will have many more tally lines.) *Let's start with Little Miss E's part of the page* (part two). Read the first word *(yes). Who is in the starting clue box? (Y) Let's find* **Y** *at the bottom of Little Miss E's part. Find the box under* **Y**. *Put one slanted line in* **Y**'*s box.* (Demonstrate tally procedure on the board.) *Who is in the belonging box? Put a tally line in the box under Miss E. Who is in the ending box? Find* **S** *at the bottom and put a mark in* **S**'*s box.*

When all the letters in Miss E's part have been tallied, have children decide which letter said its sound most often. Emphasize that each consonant used his sound only once or twice. Children may proceed independently with the remaining parts of the page. After each part, children should count the tally and say which letter said its sound most often.

QUICK CHECK: *Why are the vowels tired?* (They must repeat their sounds so often.) *Why must they repeat their sounds more often than the consonants?* (A vowel must be in each word and there are only 5 vowels as compared to many consonants.)

Direct children's attention to the Story Picture. *Let's talk to Mr. H about helping the vowels. What will you say?* Using the puppets, volunteers may plead the vowels' case: *"Mr. H, please help Miss A; she is so tired of saying ă,ă,ă, all the time. She says ă in* **crab**, *in* **hat**, *in* **wag**, *etc. Mr. H, please help Miss E. She exercises a lot, but she still gets tired of saying ĕ,ĕ,ĕ, all the time.*

Read Parts I and II of "Vowels and Consonants," Poetry Page 273; then reread Part II. Encourage discussion by asking such questions as *What is Mr. H's idea?* (The vowels will have more than one sound.) *Do you think that will make the vowels happy? I wonder what other sounds he will find for them. We'll find out next time.*

HOMEWORK OR FOLLOW-UP: *Write the letters of the alphabet on a page. Draw a box over each letter. Cut and paste words from newspapers and magazines on the page. Put a tally mark next to each letter as it appears in printed words. Then tell which letters have the most tallies.*

SUMMARY

Elicit the following conclusion: Mr. H will let the vowels have more than one sound, so that they won't be tired of saying the same thing over and over again.

Notes for

Long Vowels

OBJECTIVES

General

- Introduction of the long vowel sounds.
- Introduction of diacritical marks for long and short vowel sounds.
- Auditory discrimination between long and short vowel sounds.

Specific

- Learn the new long sounds given to the vowels.
- Learn the signs for the long and short sounds of vowels.
- Decide if a vowel is long or short.

NOTE: Words used in this lesson are to be used for vowel sounds only. Children are not expected to spell or to read them.

MATERIALS

A pail of water and a sponge, Story Picture 8, Poetry Page 274 , replicas of vowels, long and short sign Symbol Cards, chalkboards.

MOTIVATION

Wring a sponge over a pail. *"Those vowels! Their tears are flooding the place!"*

DEVELOPMENT

Display Story Picture 8. Encourage discussion by such questions as: *What are the vowels doing?* (crying) *What's happening to all their tears?* (They are making a puddle.) *How does Mr. H look?* (Upset; he's pulling his hair out.) *It's a good thing he's never gotten a haircut. He wouldn't have all that hair to pull. Which Letter People are trying to help Mr. H clean up?* (Mr. Y and Mr. G) *How did Mr. H promise to solve the vowels' problems?* (He promised to give each of them another sound.) Read Poetry Page 274 through line 8. Reread and let children join in, especially on "Enough of this! You'll flood the place!"

Indignation is in order: *Honestly! What do those girls want of Mr. H? First they cry because they are tired of saying the same sound all the time. Now when Mr. H wants to give them another sound they're afraid they won't be able to remember it.*

NOTE: The following is an unscientific but practical rationale for calling vowel sounds long and short: *If the vowels are going to have more than one sound, we have to call their sounds by different names. What is the sound Miss A had to begin with? (ă) Does ă take long to say?* Demonstrate dramatically that *a* can be said very quickly. Repeat with each of the vowels: *ă, ĕ, ĭ, ŏ, ŭ take a* ***short*** *time to say. Since they take a short time to say, what can we call those sounds?* (Lead the children to the suggestion that the name should be *short* sounds.) *Since their short sounds are weak sounds, the vowels can't say them too long. Now let's all say Miss A's short, weak sound.* Repeat this procedure with the other vowels, emphasizing that the sounds they now have are *short* and *weak*.

What other kind of sound can Mr. H give the girls? (Lead to the suggestion that they need *long, strong* sounds.) Read the rest of Poetry Page to the children. Reread the passage and discuss the meaning of "Your long sound and your name are exactly the same."

QUICK CHECK: Hold up the replica of Little Miss A. *What's her name?* (Miss A) *Mr. H said her long sound and her name are exactly the same. What then is her* ***long, strong*** *sound?* Let all children say ā together. Repeat with each of the vowel replicas.

Tell children that in order to make it easier to tell what sound the vowels make, the vowels will have special signs: a sign for their *short, weak* sound and a sign for their *long, strong* sound. Display the short symbol sign. Draw the short sound symbol above vowels on the board. Tell the children that whenever this sign is above a vowel, she must say her *short, weak* sound. Demonstrate by pointing to the vowels with the short mark above them and saying ă, ĕ, ĭ, ŏ, ŭ. Then the children may be called on to do the same. Now display the long sound symbol card. Draw the long sound symbol above vowels on the board. Tell the children whenever the long sign is above the vowel, it must make the *long, strong* sound. Demonstrate as with the short vowels. Let each child have a turn to make both symbols above the vowels.

NOTE: To emphasize the identity of long and short signs, when demonstrating the making of the signs, draw the short sign very quickly and the long sign very slowly.

QUICK CHECK: Call on five children. Have each hold a vowel replica. As you hold the long or short Symbol Card over each replica, the rest of the class may call out the correct sound.

CHALKBOARD PRACTICE: Tell the class that in every word dictated one of the vowels will say her name. Direct children to listen to the word and decide which vowel is saying her name. The first word is *ape*. (Emphasize the long *A* sound.) Direct the children to write the letter *A* on their chalkboards and to put the *long, strong sign* over the *A*. A volunteer may demonstrate on the board. Repeat the procedure with some of the following words: *ace, aim, ate, east, aid, eat, easy, ear, eager, ices, idea, item, able, ivy, over, open, oats, old, island, use, uniform, unit, ukulele, universe, each, union, only, ache.*

This time the vowels will not begin the words as they did in the previous exercise. Their sounds will be heard in the middle of the word. Listen and decide to whom the word belongs. Remind the children that in each word, the vowel will say either her *short, weak* sound or her *long, strong* sound. After a word is dictated, children decide which sound the vowel is saying, and write the letter and appropriate mark over it on their chalkboards. Start with the word *play. To whom does the word belong? (A) Write an A on your chalkboard. Which sound is A using?* (long) *Draw a* ***long, strong*** *sign over her. Hold up your chalkboard.* (Check work.) Proceed as above with the following words: *hat, go, cute, cut, sleep, mice, late, got, met.*

HOMEWORK OR FOLLOW-UP: *Think of five words that have long vowel sounds and five that have short vowel sounds. Be ready to tell them to the class.*

SUMMARY

Elicit the following observations: We call the sounds the vowels had in the beginning short sounds. We call the new sounds long sounds. It is easy for the vowels to remember their long sounds because they are the same as their names.

Notes for

Protection

OBJECTIVES

General

- Determining the correct sound in one-syllable words having a short vowel.
- Introduction of the protection sign.

Specific

- Learn to use the protection sign.
- See if the vowel is protected.
- Break the code for words with a protected vowel.

MATERIALS

Story Picture 9, Poetry Page 274 , protection sign, short sign, letter replicas, whistle, *Chatterbook* page 83.

MOTIVATION

Story Picture 9 on display.

DEVELOPMENT

Discuss the picture. *What are the girls doing again?* (crying) *What is Mr. H doing?* (pointing to words) *What are the words on the blackboard? (bat, set, hop, bun, pit) What do the consonants hold in their hands?* (shields) Talk about what a shield is. Emphasize that it is used for protection (welder's shield, shield over eyes, shield used by knights). Explain that to shield someone is to protect that person. *What do you see drawn over the last consonant in each word?* (a shield) *What do you think that shield tells us?* (The consonant is protecting the vowel.)

Read Poetry Page 274 to the children. Call a volunteer to point to the protection sign over *T, P, G* and *N* in the words in the Story Picture. Emphasize that each of these final consonants is protecting the vowel in the word. *The shield over each of the final consonants reminds us of the protection.*

Review the rule that when a vowel is protected (a consonant is after the vowel), the vowel sound is short. The phrase, "Time for inspection to see if the vowel gets protection," will become a slogan.

Write the word *hop* on the board, draw appropriate clue boxes, and call on a volunteer to demonstrate. *First fill the clue boxes and decide to whom the word belongs. (O) Then it's time for inspection. Does Little Miss O get protection?* (Little Miss O is protected by Mr. P.) *What sign should we put over* ***P****?* (a shield) *Draw a shield over* ***P****. Since Little Miss O is protected, is it safe for her to say the short* ***O****?* (yes) *Draw a short vowel sign over the* ***O*** *in the belonging clue box. Clue boxes sound off! Read the word.* Proceed as above for *bug, pin, get, ran.*

GAME TIME: Choose one inspector and one helper. Each child selects and holds one Letter Person replica. Choose one word at a time from the list below and write it on the board. Children who hold the corresponding Letter People go to the front of the room and hold up their letters. The inspector blows his whistle, and says, "It is time for inspection to see if the vowel gets protection." When the letters are correctly lined up, the inspector selects the protection sign and holds it over the protecting consonant. The Inspector's helper says, "A protected little girl can say her short, weak sound." He selects the short sign and holds it over the vowel's head, while a volunteer reads the word. Suggested words: *pot, fit, lip, sat, tug, nap, bag, cot, fat, set, bun, log.* Avoid squoosh sounds for the first presentation.

QUICK CHECK: *When is a vowel short?* (when it is protected by a consonant) *What sign do we put over the consonant who is protecting the vowel?* (a shield) *What sign do we put over a short vowel?* (short sign)

CHATTERBOOK page 83. Break the code. The first word *(pot)* is decoded and marked. Discuss the list of words, letting children decide which letters get the protection sign. In words that end with a squoosh, the protection sign goes over the squoosh box. (A squoosh is treated as one letter.)

When it is time for inspection to see if the vowel gets protection, suggest that children say the slogan to themselves before they decode each word. Then they may draw a protection sign over each protecting consonant, and a short sign over the vowel.

HOMEWORK OR FOLLOW-UP: Dictate words to be written in notebooks so children may mark the words with the protection sign and short vowel signs at home. Suggested words: *hat, big, hog, best, hunt.*

SUMMARY

Elicit the following conclusion: A vowel makes a short sound when it is protected by a consonant (in words such as *gum, dog* and *jump*).

ENRICHMENT

REVIEW OF LONG AND SHORT VOWELS: Read words that begin and end with the same consonant sound, but make different words when the vowel sound changes from short to long. *(rip, ripe; win, wine; hop, hope; cut, cute; hat, hate; man, mane)* Ask children to write the vowel sounds they hear. Encourage children to think of other examples for oral presentation.

GUESS MY SIGN: Each child should have two pieces of drawing paper. On one paper, he may draw a short vowel sign. On the other, he may draw the long vowel sign. Children take turns calling out a one-syllable word with either short or long vowel sound. Other children hold up the correct sign for the sound of the word.

Notes for

Long Ending Vowels

OBJECTIVES

General

- Reviewing the short vowel sounds in words.
- Introducing the concept that when a single vowel ends a one-syllable word it has a long vowel sound.
- Reading and spelling one-syllable words that have a long vowel sound.
- Testing and evaluating skills related to long and short vowels.

Specific

- Find out what the vowels say when they are not protected.
- Place the long sign over the vowel.
- Make sure of long and short vowels.

NOTE: Future lessons will develop concepts governing long vowel sounds for words that have more than one vowel.

MATERIALS

Story Picture 10, Poetry Page 274, *Chatterbook* page 84, chalkboards, Duplicating Master 29.

MOTIVATION

The following words are written on the board: *met, is, wed, got, nod, hen, bent.* The final consonant of each has a shield drawn over it.

DEVELOPMENT

Display Story Picture 10. Suggested discussion questions: *What is Mr. H holding in his hand?* (protection sign) *Has he put the protection sign over the vowels on the board?* (No, the vowels are not protected.) Children may anticipate what the vowels in unprotected words will say. (Read Poetry Page 274 aloud.) Write the word *me* on the board and draw the appropriate clue boxes. *Why don't we need an ending clue box?* (There is no consonant after the vowel.) *Does the vowel get protection?* (no) If a child suggests that Mr. M is protecting the *E*, make it clear that the protecting consonant (or consonants) must be in an ending clue box. When it is decided that *E* is not protected, recall what the vowels must do if they are not protected:

If just one vowel is at the end of a word
She must let her long, strong sound be heard.

Choose volunteers to reread the short vowel words on the board. Then they may erase the protecting consonant(s) from the words and read the new words which now have long sounds. *(me, I, we, go, no, he, be)*

CHATTERBOOK page 84. Break the code of words in which the vowel has no protection. (Complete procedure is on *Guide* p. xv.) Note that none of the words has an ending clue box. Before the word is read, children must mark a long sign over the belonging clue box as in the first example on the page.

QUICK CHECK: *When can a vowel say her long, strong sound?* (when it has no protection) *What are some words in which the vowel is long? (we, no, I)* Write a list of words with long and short vowel sounds, such as *we, gum, hot, go.* Point to one at a time. If children think the vowel is long, they should raise the purple circle on their *Chatterbooks.* If they think it is short, they raise the yellow circle.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Dictate the words on *Chatterbook* page 84, one at a time. Suggested procedure: *The first word is* **me.** *What vowel do you hear in the word? (E) Is the vowel making her short, weak sound or her long, strong sound?* (long) *What does that tell us?* (The vowel is not protected.) *In what box does the* **E** *belong?* (belonging box) *Which letter goes in the starting box? (M) There is no ending box. Mark the vowel. Put the long sign over the* **E.** Direct the class to hold up their chalkboards for checking.

HOMEWORK OR FOLLOW-UP: Give children a list of one-vowel words. Some words should have short vowels and some long vowels in the final position. The children then copy and mark the words. Copy and mark the words in the following sentences: (1) I can not go. (2) He will not be in. (3) He is so bad. (4) Go, man, go!

SUMMARY

Elicit from the children the conclusion that when the vowel ends a one-vowel word, it uses its long sound.

ENRICHMENT

WORD PLAY: Each child selects and holds one Letter Person replica. An inspector and a helper are chosen. Write a word from the list below on the blackboard. Children having corresponding letters stand in front of the room. The inspector says, "It is time for inspection to see if the vowel gets protection."

The inspector decides if a protection sign is necessary. The inspector's helper says, "There is no protection. The vowel must say her long, strong sound." The inspector's helper holds the long sign over the vowel, while a volunteer reads the word. Use the following words: *I, he, be, we, no, so, go.*

TEST

Use Duplicating Master 29. Instructions for each exercise are as follows:

1. Draw a circle around each of the five vowels.
2. Draw a long vowel sign in the first box on the left. Draw a short vowel sign in the middle box. Draw a protection sign in the box on the right.
3. (NOTE: The words in this exercise are for auditory perception *only.*) Put a check over the circle in the box if the word you hear has a long vowel sound. Put a check in the empty side of the box if the word has a short vowel. Start with the first box on the left (near the window, door, etc.) Words: (1) *see,* (2) *go,* (3) *bet,* (4) *lay,* (5) *my,* (6) *hop,* (7) *me,* (8) *but,* (9) *ham,* (10) *bit.*
4. Decode and mark the words. Be sure to put the long, short or protection signs where needed.
5. Draw the clue boxes for each word and decode and mark it.
6. Listen to each word and write it, starting on the top line. (1) *I,* (2) *hop,* (3) *so,* (4) *hall.*

Notes for

Silent E 1

OBJECTIVES

General

- Establishing the concept that when there is a silent *E* at the end of a one-syllable word, the vowel sound in the word is long.
- Introduction of the silent sign.
- Decoding words with final silent *E*.

Specific

- Listen to how Little Miss E helps her sisters.
- Learn to use the silent sign.
- Break the code of words in which Little Miss E gives up her sound so that her sisters can say their long, strong sounds.

MATERIALS

Replicas of all the vowels, cellophane tape, "Miss E Helps Her Sisters" (*Guide* p. 284), Silent Symbol Card, Story Picture 11, Poetry Page 274 , *Chatterbook* page 85.

MOTIVATION

On one side of the board, the replica of Miss I is adhered above the sentence, "Miss E will help me be long." On another side of the board, the rest of the vowel replicas are adhered above the sentence, "Miss E will help us be long."

DEVELOPMENT

Choose volunteers to read the sentences and to speculate about their meaning. Read Part I of "Miss E Helps Her Sisters" (*Guide* p. 284) to the children. Draw three clue boxes on the board and decode the word *win*. A volunteer may read the word and then the whole class should repeat it aloud together. Point out that each of the letters *(W, I, N)* stands in a clue box because each makes a sound. In decoding the word *wine,* explain that the silent *E* has to stand at the end of the word; but, since it makes no sound, it may not stand inside a clue box. Clue boxes must sound off. Discuss ideas for placing *E*. Lead to the suggestion that the silent *E* must stand outside the ending clue box. Demonstrate. A long sign goes over the *I*. Elicit ways in which *E* can be shown to be silent in this word. Display the silent symbol card (a broken slanted line). Draw a broken slanted line through the *E* (Ɇ). Now clue boxes can sound off. The class should say the word *wine* aloud, all together. Repeat the demonstration with *bit* and *bite, dim* and *dime*. For each word with silent *E,* children should know: To whom the word belongs. (Miss I) What Miss I will say and why. (long *I* sound, silent *E*) Read the rest of the story to the children.

QUICK CHECK: *Why were Little Miss I and the other vowels upset?* (They wanted to say their long sounds more often.) *Who helped?* (Miss E) *How?* (She gave up her sound at the end of the word so that the first vowel's sound could be long.) *Where does silent* ***E*** *stand when a word is decoded?* (outside the ending clue box) *How is silent* ***E*** *marked?* (broken slanted line through the *E*.)

Display Story Picture 11 and discuss the illustration. *What do you think Miss E is telling Mr. H?* (She will be silent at the end of a word.) *How can you tell?* (She has her finger over her mouth.) *What word is written on the board? (bite) How can you tell the* ***E*** *is silent?* (*E* is outside the clue box and is marked with a silent

sign.) *How does Mr. H look?* (He's pulling his hair out again.) Read Poetry Page 274 to the children, and encourage them to say the lines with you as you reread.

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 85. *Look at the first word (dime). It has been decoded. To whom does the word belong (I) Where is the* **I**? (in the belonging box) *Which letter is in the starting box? (D) Which letter is in the ending box? (M) Where is silent* **E**? (outside the ending box) *Why?* (*E* doesn't make a sound. *E* is silent.) Emphasize again that clue boxes have to sound off! *If a letter doesn't make a sound, it can't stand inside a clue box. What sound will* **I** *make? (ī) What sign is over the belonging box?* (long) *What sign is needed for* **E**? (silent) *Why?* (*E* doesn't make a sound.) Choose a volunteer to read the word. Work with children until they can continue independently.

HOMEWORK OR FOLLOW-UP: *Look in magazines for words that end with* **E** *and have one other vowel. Draw a silent sign through the silent* **E** *at the end, and a long sign over the first vowel.*

SUMMARY

Elicit the following conclusions: When silent *E* is at the end of a word that has another vowel, the other vowel says its long sound. We can break the code for words that end in silent *E*. Some words that end with silent *E* are *dime, wine,* and *bite.*

ENRICHMENT

Choose actors and actresses to dramatize the story "Miss E Helps Her Sisters." Letter replicas and/or puppets may be used.

Notes for

Silent E 2

OBJECTIVES

General

- Reviewing silent *E*.
- Reading and spelling one-syllable words that end in silent *E*.
- Testing and evaluating skills related to silent *E*.

Specific

- Play a word game.
- Spell words ending in silent *E*.
- Make sure of silent *E*.

MATERIALS

All letter replicas, Symbol Cards for long, short, protection, and silent signs, chalkboards, Duplicating Master 30.

MOTIVATION

All the letter replicas are displayed around the room within easy access of children.

DEVELOPMENT

Let's play a word game. Write the following words on the board: *bite, bit, me, like, tame.* Choose children to decode the words, one at a time, at the board. Appoint an inspector and a helper. As each word is decoded, the inspector chooses three or four children, as needed, to select the replicas that correspond to the letters in the decoded word. The children then stand in front of the room, facing the class so that they spell the word. When it's time for inspection, the inspector and his helper hold the necessary Symbol Cards over the letters.

QUICK CHECK: Write the word *pot* on the board. *What sign goes over the* ***T*** *in* ***pot?*** (protection) *What sign goes over the* ***O*** *in* ***pot?*** (short) Write the word *bone* on the board. *What sign goes over* ***E?*** (silent) *What sign goes over* ***O?*** (long)

CHALKBOARD PRACTICE: *All the words today will have silent* ***E*** *at the end. Draw three clue boxes on your chalkboards. Leave a space after the ending box for* ***E.*** *The first word is* ***tape.*** *To whom does the word belong? (A) Which sound is* ***A*** *making?(ā) Why?* (silent *E* at end) *Put* ***A*** *in the belonging box. Where will you put* ***E?*** (*E* stands at the end, outside the ending box.) *Listen to the word again:* ***tape.*** *Who goes in the starting box? (T) Listen again. Who goes in the ending box? (P) When you have marked the* ***A*** *and the* ***E*** *hold up your chalkboards.* Volunteers may now write the word *tape* on the board without clue boxes and use it in a sentence. Proceed as above, using any words from *Chatterbook* page 85.

HOMEWORK OR FOLLOW-UP: *Copy the following sentences in your notebooks and mark each word.* (1) I can bake a cake. (2) Take me home. (3) Wake up. It is late. (4) Tell a joke, and I will smile. (5) He drove home. (6) I can make a game.

SUMMARY

Elicit the following conclusion: We can read and spell words ending in silent *E*.

TEST

Use Duplicating Master 30. Instructions for the exercises are as follows:

1. Mark all the vowels in the words.
2. Mark the words.
3. Draw clue boxes; decode words.
4. Check the matching word.

Notes for

Adjacent Vowels 1

OBJECTIVES

General

- Decoding words that have adjacent vowels.
- Spelling, from dictation, words that have adjacent vowels.

Specific

- Break the code of words having two vowels side by side.
- Spell words having two vowels side by side.

NOTE: *oi, oy, ou, ow, au, aw* will be taught as special sounds. If the children ask questions about these side-by-side vowels that don't work the way Little Miss E told them to, explain that special sounds were made for them.

MATERIALS

Five tissues or handkerchiefs; tape; Story Picture 12; Poetry Page 275; *Chatterbook* page 86; puppet; replicas of *A, E, I, O, U*.

MOTIVATION

Tape the five tissues to the board and display the vowel replicas. Tell the class that the vowels are crying because they are confused again.

DEVELOPMENT

Write the word *fine* on the board. A volunteer may decode the word, marking silent *E* with a silent mark, and the vowel *I* with a long mark. *How many vowels are in the word fine?* (two) *How many vowels are heard?* (one) *Which vowel is silent? (E) Why does E give up its sound?* (so the first vowel may be long)

Display Story Picture 12. *How do the girls look?* (unhappy again) *What is Mr. H doing?* (pulling out his hair) *Look at the word on the board in the picture.* (meat) *How many vowels are in the word?* (two) *Is silent E at the end?* (no) *Which two vowels are in the word?* (*E* and *A*) *Where do they stand?* (side by side in the middle of the word)

Read Poetry Page 275 to the children and discuss Miss E's speech with them. Then reread the last four lines so the children can participate in unison.

I think that it is only fair
That the word should belong to the first vowel there.
Then her long sound can be heard
And her sister gives up her sound in the word.

Write the word *meat* on the board and draw the appropriate clue boxes. *What two vowels are side by side in this word?* (*E* and *A*) *What did Miss E tell them to do?* (The second vowel must give up its sound.) *Which vowel must give up its sound?* (*A*) *What sound will the first vowel use?* (The long, strong sound because the second vowel gave up its sound.) *To whom does the word belong?* (*E*) *Why?* (*E* is the first vowel in the word.) *What will E say?* (the long, strong sound) A volunteer may put *E* in the belonging box. *Where can we put silent A?* Elicit suggestions about what to do with silent *A*. Lead to the suggestion that *A* should be outside the belonging box because it does not "sound off" in the word. *Why can't A be in a clue box?* (*A* is silent.) Mark the word *meat. What sign do we put over E?* (long) *What sign do we put on A?* (broken line through *A*) Proceed as above for the words *boat* and *raid*. Be sure children give reasons for their decisions. Tell them that they must always be good detectives and give proof for their answers.

QUICK CHECK: *When may a vowel have a long sound?*

1. When it is the only vowel in the word and it is not followed (protected) by a consonant as in the word *me.*
2. When silent *E* is at the end of a word that has another vowel (her sister's word) as in the word *bake.*
3. When there are two consecutive vowels as in the word *boat.* (When two girls stand side by side in a word, the first little girl can say her long, strong sound.)

CHATTERBOOK page 86. Break the code. Discuss the decoded word *soap. To whom does the word belong? (O) Why?* (It is the first vowel there.) *Where is* ***O****?* (in the belonging box) *Where is A? (A* is silent; therefore, it is outside and after the belonging box.) *What letter starts the word? (S) What letter ends the word? (P) What sign is put over* ***O****?* (long sign) *What sign is put on A?* (silent sign) *Clue boxes sound off.* Demonstrate the decoding for the next few words until the children can proceed independently.

Enact the story that is illustrated by Story Picture 12. The script should be extemporaneous. Characters will be Little Miss A, E, I, O, U, Mr. H, student director, announcer. Each vowel character may hold a corresponding letter replica for identification, and Chitter may be Mr. H.

HOMEWORK OR FOLLOW-UP: Make a list of long-vowel words for children to copy and decode in their notebooks. *(e.g., heap, plane, smile, meat, go, bee)*

SUMMARY

Elicit the following generalization: When two vowels are side by side in a word, the second vowel gives up its sound and the first vowel is long. *(e.g., boat, meat, dream)*

ENRICHMENT

Draw a cartoon strip of today's vowel story.

Notes for

Adjacent Vowels 2

OBJECTIVES

General

- Reading sentences for meaning.
- Spelling from dictation, one-syllable words with adjacent vowels.
- Reviewing the marking of words.
- Testing and evaluation of skills related to words with adjacent vowels.

Specific

- Read about vowels side by side.
- Spell one-syllable words with vowels side by side.
- Mark the words.
- Make sure of adjacent vowels.

MATERIALS

Poetry Page 275, *Chatterbook* page 87, chalkboards, Symbol Cards, Duplicating Master 31.

MOTIVATION

Children may take turns retelling the story of two vowels side by side. If they have trouble remembering, reread Poetry Page 275.

DEVELOPMENT

Discuss the illustrations on *Chatterbook* page 87. The children may then read the sentences to themselves, drawing clue boxes where needed. Then volunteers may read the sentences aloud.

QUICK CHECK: Write the words below on the board. Point to one at a time and direct children to raise the purple circle on their *Chatterbooks* if a vowel gives up its sound. They raise the yellow circle if no vowel gives up its sound. Words: *feet, road, go, like, bet, ear.*

CHALKBOARD PRACTICE: *All the words today will have two vowels side by side. How will you arrange your clue boxes?* (starting box, belonging box, a space for the silent letter and an ending box) *How will you know which letters go in the boxes?* (We listen to their sounds. The sound is the clue.) *Which letter won't you hear in the word?* (The second vowel because it is silent.) Tell the class that for each word they will be given the silent letter which is placed outside the clue box. They have to gather the rest of the clues for the word by listening to the sounds.

Draw three clue boxes on your chalkboards. Remember to leave a space after the belonging box for the silent vowel. The word is **soap.** *Little Miss A gives up her sound so her sister can say her long sound. Where will you put A?* (outside the belonging box) *Listen to the word again. Which vowel is saying her long, strong sound? (O) To whom does the word belong? (O) Put* **O** *in the belonging box. Who starts the word? (S) Put* **S** *in the starting box. Who ends the word? (P) Put* **P** *in the ending box.* Tape the Sign Symbol Charts to the board. *Let's inspect and mark the word. What sign do we put on A?* (silent) *Why?* (It is the second vowel and is therefore silent.) A volunteer may point to the sign. *What sign do we put over O?* (Volunteer points to long sign.) *Mark your word. Now write the word without clue boxes.* The class may spell the word aloud in unison while looking

at the word. Then they may cover the word and spell it from memory. Proceed as above for any of the words on *Chatterbook* page 86. Children should know when a starting or ending squoosh box is called for. Also remind them that in words like *meet* and *green,* the second *E* gives up its sound for the first *E.*

HOMEWORK OR FOLLOW-UP: *Copy the following sentences into notebooks; mark the words, read and illustrate the sentences.*

1. Can it rain "cats and dogs"?
2. We can make a boat from soap.
3. I can swim and float.
4. Wake me up.
5. It is time to go.
6. I am weak, but Miss U helps me speak.

SUMMARY

Elicit the conclusion that in spelling words such as *boat, rain, soap, read, green,* the first vowel is long and the second vowel is silent.

ENRICHMENT

Children who are ready may learn the following concepts: silent *gh* changes the vowel sounds. *I* is long before silent *GH* as in *light. EI* has different sounds before *GH (eight* and *height).* Read the passage below to the class.

Mr. H: Mr. G your gum is getting in my hair!
Away from me, get out of there.
Mr. G: What's this you say?
We'll give the vowels more to say?
We'll let a different sound be heard
If they're before us, G and H, in a word?
Okay, I'll agree.
If it's all right with you,
Then it's all right with me.
Mr. H: Now vowels, how about a little smile?
Will you be happy for a while?
Since you like making new sounds best
Say them now, but then give us a rest.

Demonstrate by decoding the word *night. Since* ***G*** *and* ***H*** *are silent, where should we put them?* (*G* and *H* stand outside and after the belonging box.) *What letter goes in the starting box? (N) What letter goes in the ending box? (T) Mark the word. What sign goes over* ***I****?* (long) *What other letters need a sign?* (silent sign over *G* and *H*)

TEST

Let's make sure of adjacent vowels. Use Duplicating Master 31. Instructions for the exercises are as follows:

1. Decode each word in the clue boxes next to it.
2. Draw clue boxes for each word and decode the words.
3. In each word, draw a line through the letter that should be silent.
4. Mark all the vowels.
5. Draw a line under the word that matches the picture.
6. Write the missing letters to complete the word that describes the picture. The letter that is supplied is silent.

Notes for

Vowel Review

OBJECTIVES

General

- Reviewing situations in which a vowel is long.
- Reviewing situations in which a vowel is short.
- Spelling, from dictation, words that have long or short vowels.
- Testing and evaluating skills pertaining to long and short vowels.

Specific

- Decide which sound the vowel will use.
- Spell words with long and with short vowels.
- Make sure of long and short vowels.

MATERIALS

Vowel replicas, cellophane tape, *Chatterbook* page 88, chalkboards, Duplicating Master 32.

MOTIVATION

Adhere vowel replicas to board. *We must be long and strong* is written on the board.

DEVELOPMENT

Ask a volunteer to read what the vowels are saying. Children should now be able to decode each of the words in the sentence. They should know all the times when the girls may say their long sounds.

Write the word *me* on the board. *To whom does the word belong? (E) What will* ***E*** *say?* (long sound) *Why? Which detective has proof?* (*E* is the only vowel in the word and has no protection.)

QUICK CHECK: *What is another word like* **me** *in which the vowel says its long, strong sound because it has no protection? (so, no, he, we, be, go)*

Write the word *code* on the board. *To whom does the word belong?* (*O*) *What will* ***O*** *say?* (long sound) *Why? Which detective has proof?* (*E* stands at the end and gives up its sound so the first vowel can say its long, strong sound.)

QUICK CHECK: *What is another word like* **code** *where* ***E*** *is at the end and gives up its sound so the first vowel can say its long, strong sound? (ride, cake, late, poke)*

Write the word *seat* on the board. *To whom does the word belong? (E) What will* ***E*** *say?* (long sound) *Why? Which detective has proof?* (When two vowels stand side by side in a word, the word belongs to the first vowel. The other vowel gives up its sound so that the first can say its long, strong sound.)

QUICK CHECK: *What is another word like* **seat** *where the first vowel says its long sound and the vowel next to it is silent? (read, meat, coat, coal, feet)*

Write the word *sit* on the board. *To whom does the word belong? (I) What will* ***I*** *say?* (short sound) *Why? Which detective has proof?* (There is one vowel in the word and it is protected by a consonant. The vowel uses the short, weak sound.)

QUICK CHECK: *What is another word like* **sit** *where the vowel is protected and is therefore short? (hen, bat, cup)*

CHATTERBOOK page 88. *This page is for super-duper detectives. You have to look very carefully at each word and find the clue that tells you what the vowel will say. Let's look at the first word (**stop**). To whom does it belong? (O) What sound will **O** say?* (short sound) *Why? What is the clue?* (*O* is the only vowel in the word and is protected by *P.*) *Who goes in the squoosh box? (ST) Who ends the word? (P)* Fill the clue boxes. *What signs will we need?* (Short sign for *O*. Protection sign for *P.*) Work with children as long as necessary. Children who are able may proceed by themselves.

QUICK CHECK: *When does a vowel use its short sound?* (When it is protected.) *When does a vowel use its long, strong sound?* (When it is unprotected, when it is the first of two vowels side by side, or when it is the first vowel in a word ending with silent *E.*)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Direct children to make a starting box and a belonging box. (There is no ending box.) *The word is* **go**. *The clue is that there is only one vowel in the word and it gets no protection. Fill the clue boxes. Mark the word.* (long sign over *O*) *Write the word without the clue boxes and spell it aloud.*

For the next word, you need three clue boxes. The word is **home**. *The clue is that E is at the end, outside the ending clue box and gives up its sound so the first vowel can say its long, strong sound. Fill the clue boxes. Mark the word.* (long *O*, silent *E*) *Write the word without clue boxes. Spell the word aloud.*

Make three clue boxes again. The word is **team**. *The clue is that two vowels are side by side. A gives up its sound so that the first vowel can say its long, strong sound. Fill the clue boxes.* Remind the children that *A* is outside the belonging box. *Mark the word.* (long *E*, silent *A*) *Write the word without clue boxes and spell it aloud.*

Make three clue boxes. The word is **hop**. *The clue is that there is one vowel in the word and it is protected. Fill the clue boxes. Mark the word.* (short *O*, protection sign over *P*) *Write the word without the clue boxes.* Follow the above procedure for any of the words that have been previously decoded in the *Chatterbook.*

HOMEWORK OR FOLLOW-UP: Give children a list of words that they may decode in clue boxes drawn in notebooks. *(drop, rip, ripe, ear, wind, pail, male)*

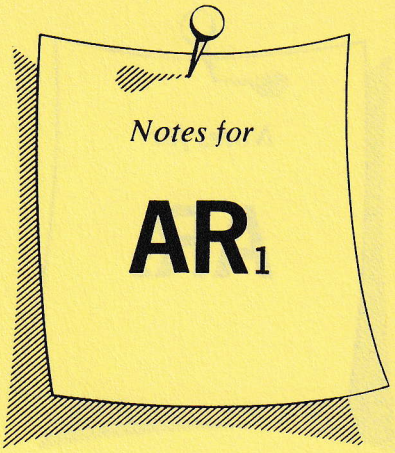
SUMMARY

Elicit the following conclusions: We know the clues that help us decide if the vowel is long or short. We can read, write and spell words that have long and short vowels.

TEST

Use Duplicating Master 32. Instructions for each exercise are as follows:

1. Using long, short, silent, and protection signs, mark the decoded words.
2. Decode and mark the words.
3. Draw a line under the word that fits the picture.
4. Draw a circle around all words that have a long vowel sound.



OBJECTIVES

General

- Introducing the *ar* sound.
- Associating the *ar* sound with *R*'s name.
- Auditory recognition of the *ar* sound in words.

Specific

- Listen to a story about *A* and *R*.
- Hear words that have the *ar* sound.

MATERIALS

Replicas of *A* and *R*; a bunch of rubberbands; cellophane tape; Story Picture 13; Chatter Album, side A, band 6 (AR); stage and puppets (Chitter has a small *R* pinned on him, and Chatter has a small *A* pinned on her.); Poetry Page 275.

MOTIVATION

Display replicas of *A* and *R*. Tape a bunch of real rubberbands to Mr. R's hand.

DEVELOPMENT

I wonder what Mr. R is up to now? How will he use all those rubberbands? Display Story Picture 13 and discuss it with children, allowing time for free interchange of ideas. Discussion questions: *How does Mr. R look?* (angry) *What is Mr. R doing?* (shooting rubberbands) *Why are some of the Letter People holding parts of their body?* (They are being hit by rubberbands.) *Who seems to be the most frightened?* (Miss A)

Play side A, band 6 of the record (AR) through the verse,

Each vowel will say a sound just with me.
They'll be sorry if they don't agree.

Why is Mr. R angry? (He wants to say his name too.) *What does he threaten to do?* (hit the vowels with rubberbands) *Why were the girls given their long sounds?* (They got tired of saying their short sounds over and over again.) *When they say their long sounds, what do they really say?* (They say their names.)

Play the record to the end of the story. Encourage children to think of more words (such as *car*, *far* and *star*) that say the *ar* sound.

QUICK CHECK: *What did Mr. R want?* (He wanted to say his name.) *What does Mr. R make Little Miss A say with him?* (his name, *R*)

PUPPET THEATER: Dramatize the Story of *A* and *R*. Let Chatter be Miss A and let Chitter be Mr. R. Poetry Page 275 may be used as a basis for a script, or the children may use their own. It must be clear that Mr. R is angry because the vowels may say their names and he wants to say his name too, and that when Mr. R stands after Miss A, together they say *R*'s name.

HOMEWORK OR FOLLOW-UP: *Illustrate the* ***A*** *and* ***R*** *story and write captions for it.*

SUMMARY

Elicit the following conclusion: *A* and *R* together say *R*'s name. Some words in which *A* and *R* say *R*'s name are *far*, *car*, and *star*.

Notes for

AR2

OBJECTIVES

General

- Reviewing the *ar* sound.
- Decoding words having the *ar* sound.
- Reading sentences for meaning.
- Spelling from dictation, words having the *ar* sound.

Specific

- Break the code for words having the *ar* sound.
- Read about *A* and *R*.
- Spell words with *ar*.

MATERIALS

"Miss A, Where Are You?" (*Guide* p. 286), Story Picture 13, Poetry Page 275, *Chatterbook* pages 89 and 90, chalkboards.

MOTIVATION

Read "Miss A, Where Are You?" to the children. Let them tell the parts of the story they remember from the record.

DEVELOPMENT

Use Story Picture 13 for reference as you read Poetry Page 275. .

CHATTERBOOK page 89. *Break the code.* ***A*** *and* ***R*** *stand side by side in all the words on this page. Look at all the belonging boxes. In what way are they different from other belonging boxes?* (There is a line drawn down the middle of the box dividing it.) *Can you think why the box would be divided in two?* Elicit the suggestion that these words don't belong to just one letter. *A* and *R* say a special sound. Together they say *R*'s name. *R* must stand after *A* in the belonging box. Demonstrate the decoding. The first word *(barn)* has been decoded. Write the word *barn* on the board and draw clue boxes. *Who makes the vowel sound? (A* and *R) What must* ***A*** *and* ***R*** *say? (R) Does the word belong to just A?* (no) *Who goes in the belonging box? (A* and *R) Who starts the word? (B) Who ends the word? (N) Can we put a short or long sound over the belonging box?* (no) *Why not?* (We cannot mark the vowel long or short because *A* and *R* have a special vowel sound.) *Clue boxes sound off! Read the word.* Proceed as above for the remaining words on the page. Be sure children are aware of squoosh boxes, and in some cases of the absence of a starting or ending box. Those who are able should proceed independently.

QUICK CHECK: *What sound do* ***A*** *and* ***R*** *make when they stand side by side in words? (R) What are some words in which* ***A*** *and* ***R*** *sit side by side? (barn, dark, card, far) In what way is the belonging box for* ***A*** *and* ***R*** *different from a regular belonging box?* (It's divided.) *Why?* (*A* and *R* stand in it together.)

CHATTERBOOK page 90. Discuss the illustrations with the children. After they have read the sentences silently, volunteers may read them aloud. Children may suggest other appropriate captions. (Complete procedure is on *Guide* p. xv.)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Using any of the words on *Chatterbook* page 89, dictate for spelling, following the basic procedure on *Guide p.* xv. Tell the class that all the words will have the *ar* sound. *When you hear the* **ar** *sound what letters will you put in the belonging box? (A* and *R) Why?* (When *R* stands after *A*, they say *R*.) After children have drawn three clue boxes on their chalkboards, remind them to divide the belonging box in half. After each word has been decoded and written without clue boxes it should be spelled aloud and then used in a sentence.

NOTE: At this time in the program, children cannot yet tell by listening whether the letter *C* or *K* should be used in words that start or end with the hard *K* sound *(e.g., dark, card).* If the question arises, the children can be told that *C* and *K* have a problem that the Letter People will have to solve. At this point merely tell them which letter to use.

HOMEWORK OR FOLLOW-UP: Children may copy and illustrate the following sentences in their notebooks:

1. We can march in the park.
2. The lark is in the dark barn.
3. I see a shark that can bark.

SUMMARY

Elicit the following observations: In words such as *car, barn,* and *star, A* and *R* stand together in the divided belonging box. The *A* is neither long nor short. We can read words having the *ar* sound. We can spell words having the *ar* sound. We can read sentences having words spelled with *AR*.

Notes for

OR1

OBJECTIVES

General

- Introduction of the *or* sound.
- Auditory recognition of the *or* sound in words.

Specific

- Listen to a story about *O* and *R*.
- Listen for words that have the *or* sound.

MATERIALS

Replica of *R* with a bunch of rubberbands taped to his hand; Story Picture 14; Chatter Album, side A, band 7 *(OR)*.

MOTIVATION

Display replica of *R. Mr. R has more rubberbands. I wonder what he's up to now.*

DEVELOPMENT

Display Story Picture 14. *Which vowel is Mr. R shooting at? (O)*

Play side A, band 7 of the record *(OR)* through the verse below:

She thought Mr. R wouldn't dare bother her,
Not Little Miss O. No sir. No sir.

What was Miss E's suggestion to her sisters in order to stop Mr. R? (The vowels should join together.) *Why wouldn't Little Miss O listen to Little Miss E?* (She was obstinate. She didn't think Mr. R would dare hurt her.) *Do you think Mr. R is afraid of Little Miss O?* (no) *Look at the Story Picture. How does Mr. R look?* (mean) *What do you suppose will happen? Let's listen and find out.*

Resume playing the record through the verse:

When I stand after you in a word,
Neither of your vowel sounds must be heard.

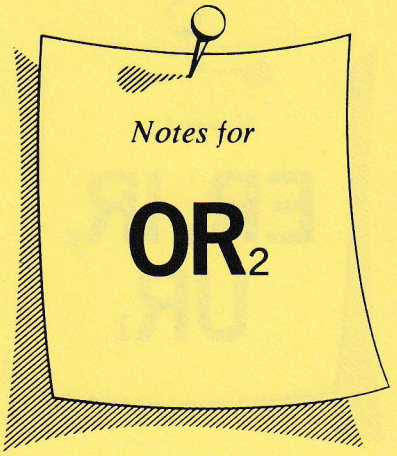
What did Mr. R want to do? (Make a special sound with *O*.) *Why is Little Miss O upset?* (She's afraid she won't remember a third sound.) *What does she say about her sounds?* (She can say only ŏ or ō.) All children repeat aloud ŏ *or* ō. ŏ *or* ō. The word *or* should be stressed. *What sound do you think* **O** *and* **R** *will make together?* Play the record to end of story.

QUICK CHECK: *Mr. R is a tricky fellow! How did he find a sound for* **O** *and* **R?** (the sound that was between ŏ and ō) *Which sounds could Miss O make before she made a special sound with* **R?** (ŏ or ō) *Which is her short sound? (ŏ) Which is her long sound? (ō) What sound will she make with Mr. R? (or)*

HOMEWORK OR FOLLOW-UP: *Illustrate the* **OR** *story. Find* **OR** *words in printed material. Cut and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: *O* and *R* make a special sound. *O* and *R* together make the sound of *or*. Some words that have the *or* sound are *fork, corn, horn.*



OBJECTIVES

General

- Reviewing the *or* sound.
- Decoding words having the *or* sound.
- Spelling, from dictation, words having the *or* sound.
- Reading sentences for meaning.

Specific

- Break the code for words with the *or* sound.
- Spell words having the *or* sound.
- Read about *O* and *R*.

MATERIALS

"Ready or Not" (*Guide* p. 274), Story Picture 14, Poetry Page 275, *Chatterbook* pages 91 and 92, chalkboards.

MOTIVATION

Read "Ready or Not" (*Guide* p. 286), encouraging children to contribute parts they remember from the record.

DEVELOPMENT

Briefly review Story Picture 14. In discussing the picture, children should try to recall as much of the *OR* story as they can. Read Poetry Page 275 to the class.

CHATTERBOOK page 91. Break the code for words that have the *or* sound. (Complete procedure is on *Guide* p. xv.) Demonstrate the decoding of the first word *(fort)* at the board, letting a volunteer divide the belonging box. Elicit from the children the fact that the belonging box is divided (vertically) because there will be two letters standing in the belonging box. (The words belong to *O* and *R*.)

QUICK CHECK: Read the words below to the class, one at a time. Instruct the children to raise the purple circle on their *Chatterbooks* if they hear the *or* sound in the word and the yellow circle if they hear another sound. Words: *cord, pork, hard, fork, pot.*

CHATTERBOOK page 92. Discuss the illustrations with the children. Let children read the sentences to themselves first and then volunteers may read them aloud. The children may suggest other captions that would be appropriate. (*Guide* p. xvi)

CHALKBOARD PRACTICE: *All the spelling words will have the* or *sound. Which letters will you put in the belonging box? (O* and *R) What should you do to the belonging box?* (Draw a line to divide it.) Demonstrate on the board so that no one becomes confused. Use any of the words from *Chatterbook* page 91. (Complete chalkboard procedure is on *Guide* p. xv.)

HOMEWORK OR FOLLOW-UP: Children may copy the following sentences into their notebooks, mark the vowels in each word and illustrate the sentences.

1. This fork can run.
2. Corn on the cob is hard to eat.
3. This is a cork that will not pop.
4. The sport car has a big horn.

SUMMARY

Elicit from children: We can read and spell words having the *or* sound.

Notes for

ER, IR, UR1

OBJECTIVES

General

- Introduction of the *er* sound for *E-R, I-R, U-R.*
- Auditory recognition of the *er* sound in words.

Specific

- Find out how *R* gets a sound with *E, I* and *U.*
- Listen to words having the *er* sound.

MATERIALS

Story Picture 15; Chatter Album side B, band 8 (ER); puppets; replicas of Mr. R, Miss E, Miss I and Miss U; Poetry Page 276, "One for Three" (*Guide* p. 287).

MOTIVATION

Display Story Picture 15.

DEVELOPMENT

Discuss the picture with children. *What does Mr. H have in his hand?* (*R*'s rubberband) *How does Mr. R look?* (worried) *What is missing from his pockets and head?* (rubberbands) *Who else is in the picture? (E, I, U) How do they look?* Play the record, side B, band 8, through the lines,

Do you think that would be fair?
Misses E, I, and U discussed it right there.

What did Mr. H do so that **R** *couldn't scare the girls any more?* (He took *R*'s rubberbands.) *Even though* **E, I** *and* **U** *stood together, Mr. R still wanted to stand after the girls and make a special sound with them.*

What was Mr. R's idea? (He said that *E, I,* and *U* could all make the same sound when he stood next to them.) Write *ER, IR, UR* on the board. Explain to children that it is Mr. R's plan for *ER, IR,* and *UR* to have the same sound. *Who has to agree to this?* (the vowels) *Who is in charge of the girls?* (Little Miss E) *Let's listen to the rest of the record and hear what happens.* Play the story to the end.

QUICK CHECK: *Which vowels will share the same sound with Mr. R? (E, I, U) What word does their sound come from? (her) What is the sound they make? (er)* Elicit words that have the *er* sound. *(stir, fur, her)*

PUPPET THEATER: Read "One for Three" (*Guide* p. 287) to the children. Then let children act out the story. The cast will include the vowels (replicas of *E, I* and *U*), Chitter (Mr. H), Chatter (Mr. R).

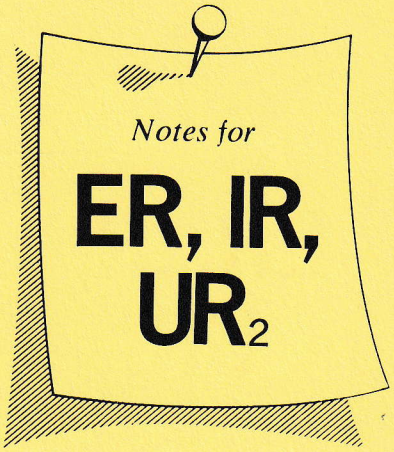
HOMEWORK OR FOLLOW-UP: *Draw cartoons for the ER, IR, UR story and write captions for them. Collect words from printed material having ER, IR, UR, but no other vowel. Paste them in notebooks and decode.*

SUMMARY

Elicit from children: *ER, IR, UR* all say *er.* Words such as *fur, stir,* and *her* have the *er* sound.

ENRICHMENT

PUPPET THEATER: Help the children make up a script for today's story by reading Poetry Page 276 to them. Chitter may be Mr. R and Chatter Miss E. Letter Replicas may be *I* and *U.*



OBJECTIVES

General

- Reviewing the *er* sound.
- Decoding words having the *er* sound.
- Reading sentences for meaning.
- Spelling, from dictation, words having the *er* sound.

Specific

- Hear "One for Three."
- Break the code for words having the *er* sound.
- Read about the *er* sound.
- Spell words having the *er* sound.

MATERIALS

Replicas of *E, I, U;* cellophane tape ; "One for Three" (*Guide* p. 287); *Chatterbook* pages 93 and 94; chalkboards.

MOTIVATION

Tape replicas to board with a large letter *R* drawn next to each one. Draw a huge divided belonging box around each.

DEVELOPMENT

In what way are these three belonging boxes the same? (Mr. R is after each of the vowels in a divided belonging box.) *What sound do they make?* (All three make the same sound, *er*.) Read "One for Three" (*Guide* p. 287) to the children. Encourage the children to tell the parts of the story they remember from the record.

CHATTERBOOK page 93. *Break the code for words having the* **er** *sound. Look at the page. Why do you think the page is divided into three parts?* (It has words that belong to *ER, IR, UR*.) *Let's break the code in the first part. Which letters make the* **er** *sound in the first part?* (*E* and *R*) *Look at all the belonging boxes. What do you see?* (They are divided.) *What does this tell you?* (There will be two letters in the belonging box.) *Why will there be two letters in the belonging box?* (*E* will make a special sound with *R*. The word will belong to *E* and *R*.) Demonstrate, decoding the word *term* on the board, as children decode in their *Chatterbooks*. A volunteer may divide the belonging box on the board so that two letters can be written in it. *Which is the first letter? (E) Which letter is after* **E**? *(R) What sound do they make together? (er) To whom does the word belong?* (*E* and *R*) *Put* **E** *and* **R** *in the belonging box. Put* **E** *in the first part. Put* **R** *in the second part. Which letter starts the word? (T) Put* **T** *in the starting box. Which letter ends the word? (M) Put* **M** *in the ending box. Can we mark the word?* (no) *Why not?* (The vowel is neither short nor long. *E* and *R* make a special sound.) *Clue boxes sound off! Read the word. Remember not to break the sounds. Say the whole word together.* Proceed as above for the remaining part of the page.

QUICK CHECK: *What special sound do* **E** *and* **R** *make? (er) In what kind of clue box do* **E** *and* **R** *belong?* (divided belonging box) *What are some words that have the* **er** *sound made by* **E** *and* **R**? *(term, fern, her)*

Proceed as above for the *IR* and *UR* words.

CHATTERBOOK page 94. After discussing the illustrations, the children may read the sentences to themselves, drawing clue boxes where necessary. Then volunteers may read the sentences aloud. Encourage suggestions for other sentences that would go with the illustrations. (*Guide* p. xvi)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *The words for today will all have the* **er** *sound.* Tell the class that they will be told which vowel makes the *er* sound with *R. What should you do to the belonging box?* (Draw a line to divide it in half.) *The first word is fern. Miss E makes the* **er** sound with **R.** *To whom does the word belong?* (*E* and *R*) *Why?* (They make a special sound.) *Which letters shall we put in the belonging box?* (*E* and *R*) *Which goes in the first part? (E) Which goes in the second part? (R) Put* **E** *and* **R** *in the belonging box.* Repeat the word *fern. Who starts the word? (F) Put* **F** *in the starting box.* Repeat the word *fern. Who ends the word? Put* **N** *in the ending box. Can we mark the word?* (no) *Why not?* (The vowel is neither long nor short.) *Clue boxes sound off! Read the word. Now write the word without clue boxes.* A volunteer may write the word on the board. *Now spell the word aloud while looking at it. Then spell it with eyes closed.* Proceed as above for any of the words on page 93 in the *Chatterbook.* As always, the children should be told when a special starting or ending box is needed.

HOMEWORK OR FOLLOW-UP: Children may copy the sentences below into their notebooks, mark and read the words. The sentences may be illustrated.

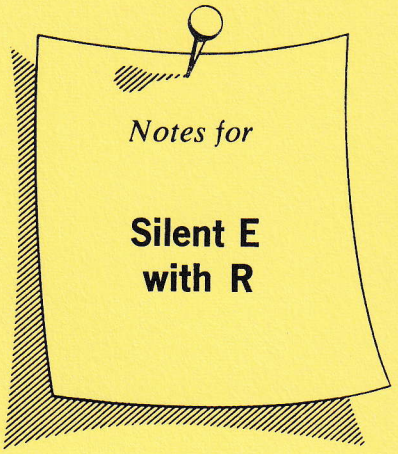
1. The girl fell and hurt her leg.
2. He has a cat that can purr.
3. Her coat is made of fur.

SUMMARY

Elicit the following observations: We can read and spell words having the *er* sound, as in *fern, girl* and *burst.* We can read sentences with *er* words.

ENRICHMENT

Choose children to pantomime different characters from the *ER, IR, UR* story. Other children must guess which part of the story is being acted out.



OBJECTIVES

General

- Making the following generalizations: When there is a silent final *E* in an *OR* word, the *or* sound remains unchanged. When there is a final *E* in an *ER, IR, UR* word, the first vowel is usually long. When there is a final silent *E* in an *ar* word, a special "compromise" sound is made in which the *A* and *R* sounds are heard.
- Reading and spelling words that have *R* preceded by a vowel and ending with silent *E*.
- Testing and evaluating skills related to *R* control of vowels.

Specific

- Learn about a compromise made between Miss E and Mr. R.
- Break the code for *AR, ER, IR, OR, UR* words that end with silent *E*.
- Make sure of *R* and the vowels.

NOTE: Although some dictionaries indicate a long *O* and/or long *A* sound in words that end with silent *E (e.g., bore, care)* their pronunciation in this program is guided by the sounds in common usage, so as to assure the children a feeling of success in word recognition.

INCIDENTAL LEARNING: *When people disagree and each person gives in a little bit so that they agree, a compromise is made. No one gets exactly what he wants, but they can all be satisfied and remain friends.*

MATERIALS

Replicas of *H, E, R;* cellophane tape; Poetry Page 276; chalkboards; Duplicating Master 33.

MOTIVATION

Mount replicas of *E* and *H* next to one another.

DEVELOPMENT

Miss E is complaining to Mr. H. She is very much annoyed with Mr. R and the new sounds he is making with her sisters. She's afraid that now her good deed will be spoiled. Who remembers how Little Miss E helped her sisters to say their long, strong sounds? (She sits silently at the end of a word and gives up her sound so her sisters can say their long, strong sounds.) *Well! When Mr. R is after one of the girls, he makes them say a special sound with him, and now Miss E thinks that she will have to sit silently at the end of a word and give up her sound for nothing.*

Read the first stanza of Poetry Page 276 to the children. Discuss the conflict that exists. *If silent* **E** *is at the end of a word, the first vowel's sound is usually long. Since Mr. R makes the vowels say a special sound, what happens to the vowel when there is a silent* **E** *at the end?* Elicit possible solutions from children. Encourage ideas that suggest a compromise or a bargain. Discuss the meaning of *compromise.* The children should understand that a compromise is a bargain between two or more disputing parties, in which each gives up something in favor of the other, so as to come to an agreement. Volunteers may give instances in which they were party to a compromise. Elicit suggestions about ways in which *R* and *E* could compromise. Read Poetry Page 276 to end. *What decision was*

made for silent **E** *at the end of* **OR** *words?* (The sound remains unchanged in favor of *R*.) Demonstrate by decoding the word *snore*.

What was the solution for silent **E** *at the end of* **ER**, **IR**, **UR** *words?* (Silent *E* has her way; the vowels don't make their special *er* sounds; the vowels are long.) Write the word *fire* on the board. *If the vowel is long in this word and does not make a special sound with* **R**, *which letters go in the belonging box?* (Only the vowel; *R* does not share the belonging sound.) A volunteer may draw clue boxes and decode the word *fire*. *To whom does this word belong?* (*I*) *Who is in the starting box?* (*F*) *Who is in the ending box?* (*R*) *The sound for* **R** *is the last sound heard. Where does* **E** *go?* (outside the ending box) Mark the word. *What goes over the belonging box?* (long sign) *What goes over the* **E**? (silent sign) Volunteers may demonstrate by decoding and marking the words *tire* and *cure* on the board.

Write the word *care* on the board. *What compromise was decided for silent* **E** *at the end of* **AR** *words?* (Neither *A* nor *R* had its way completely. A special sound for the two is made when silent *E* ends the word.) Explain to children that *E* should stand outside the belonging box instead of outside the ending box, as no ending box is used. *What letter goes in the starting box?* (*C*) *What letters go in the belonging box?* (*A* and *R*)

Because silent **E** *has her way with the belonging sound, put a connecting bow over the* **AR** *and* **E**; *also draw a silent sign over the* **E** c | a r | e . *Clue boxes sound off!*

QUICK CHECK: *Which sound stays unchanged even though silent* **E** *is at the end?* (*or*) *Which vowel sounds become long before* **R** *because of silent* **E**? (*E, I, U*) *Which sound is a compromise sound?* (*AR* with silent E)

CHALKBOARD PRACTICE: Dictate the words below, following the procedure on *Guide* p. xv. Tell the children that all the words dictated, including the *OR* words, have a silent *E* at the end. Words: *bore, more, store, here, mere, fire, hire, pure, cure, care, stare, rare.*

HOMEWORK OR FOLLOW-UP: *Write three sentences using words that have been decoded.*

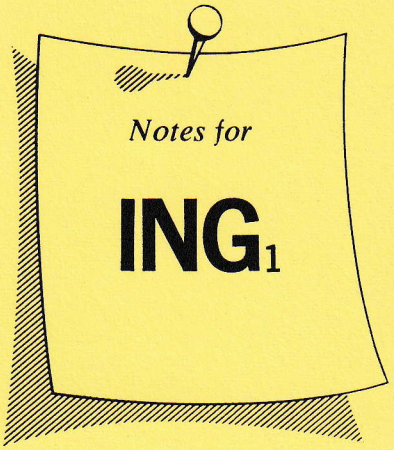
SUMMARY

Elicit the following conclusions from children: Mr. R and Miss E made a compromise. When silent *E* ends words that have *OR*, such as *bore* and *more*, the *or* sound remains unchanged. In words that have *ER, IR, UR* and end in silent *E*, the first vowel is long, as in *here, fire, pure*. When silent *E* ends words having *AR*, a special sound is made, as in *care*.

TEST

Duplicating Master 33. (Be sure children can identify all illustrations.) Instructions for each exercise are as follows:

1. Fill the belonging box to make the word that names the picture.
2. Draw a line under the word that describes the picture.
3. Draw clue boxes next to each word and decode the word.
4. Mark the decoded words.
5. Put *OR* in the belonging box if the word you hear has the *or* sound. Put *AR* in the belonging box if the word has an *ar* sound. Put *ER* in the belonging box if the word has an *er* sound. Words: *pert, short, hard.*



OBJECTIVES

General

- Introduction of the suffix *ing*.
- Building words by adding *ing* to one-syllable short-vowel words.

Specific

- Hear *ing*.
- Recognize *ing*.
- Put *ing* at the end of short vowel words.

MATERIALS

Colored chalk, Poetry Page 276, *Chatterbook* page 95.

MOTIVATION

Write *ing, ing, ing* all over the board, using chalk of different colors.

DEVELOPMENT

***Ing** is here, and the short vowels don't like it. Those vowels will never be content. The poor consonants protect them, and still they are not happy. They want extra protection before **ing**. It was decided that endings had to be put on words. For instance, in the word **run**, sometimes instead of saying **run**, we want to say **running**. You can not say, "I am run." You have to say, "I am running." It all seemed easy enough to add **ing** to the end of words.*

Point to the *ing*'s on the board, and let the children repeat *ing* after you several times. ***Ing** is often heard at the end of a word. What are some words like **run** that may have **ing** on the end? (putting, hopping, getting) The trouble started when the vowels who were saying their short sounds complained that there wasn't enough protection before **ing**. No one understood why so much protection was needed before **ing**. But the vowels get the silliest ideas. Some decision had to be made about adding **ing** at the end of a word.*

Write the following words on the board: *sit, swim, bat, win, cut, hit, nap.* Volunteers may take turns reading the word, and then repeating them, adding *ing* to the end. *How shall we write the words with **ing**? We cannot just put **ing** on at the end. The vowels insist that there's not enough protection.* Read Poetry Page 276, Part I, lines 1–10.

Write the word *get* on the board. *How many consonants protect the vowel in the word get?* (one) *How can we give Miss E more protection without changing the sound of the word?* Elicit and explore children's suggestions. If they suggest putting any consonant other than another *T* before the *ing,* demonstrate how the sound of the word would be changed. Lead to the conclusion that the only way the sound of the word will remain the same is by doubling the consonant that is protecting the vowel. A volunteer may write another *T* after *get* and then add *ing*. Now the vowel has double protection from *ing*. The short vowel is happy and the sound of the word remains the same. Read the rest of Poetry Page 276, Part I. Choose volunteers to write the words (previously written on the board), doubling the protecting consonant and adding *ing*. Then they may read each word aloud, and make up two sentences—one for the word without the *ing,* and one for the word with the *ing*.

Stress the fact that the vowel needs double protection only because she's using her short, weak sound. Write the words *jump, hunt* and *stamp* on the board. Volunteers may read the words aloud and mark the vowels. Point out that the words have short vowel sounds. Recall that the vowels insisted on double protection for short vowel sounds before *ing* could be added. Check each of the words on the board with the children. Elicit from them that in each word the short vowel is followed by two consonants. Lead to the conclusion that the vowel already has double protection. Therefore, she cannot complain, and *ing* can be added at the end.

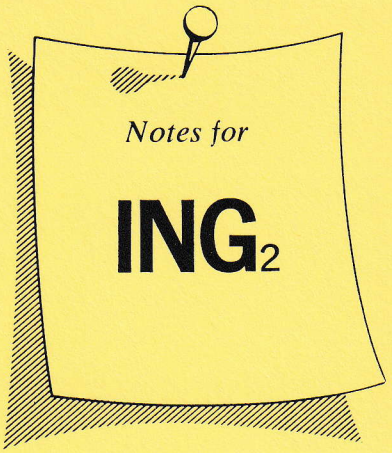
QUICK CHECK: *On what part of the word do we add* **ing**? (end) *What did the vowels using their short sounds want before* **ing** *was added to their words?* (double protection) *What are some words in which we must give the vowel double protection? (sit, swim, bat) How do we give double protection?* (Double the protecting consonant.) *Sometimes the vowel already has double protection. If the vowel has double protection, what do we do when we add* **ing**? (We don't change the spelling; we just add *ing*.)

CHATTERBOOK page 95. *In each word on this page, the vowel is short and* **ing** *has to be added to it. You must decide if the vowel needs double protection. Since the vowel says her short sound, she must get double protection before* **ing**. *If there is only one consonant after the vowel, it must be doubled. If there are two consonants following the vowel, no more protection is needed. Look at the first word. (dig) Who can read it? Does the vowel use her short sound?* (yes) *Does the vowel have double protection?* (no) *What must we do to give the vowel double protection before* **ing**? (Double the *G*.) *What kind of box do the double consonants need?* (one-sound-ending) *Write the whole word with the* **ing** *on the line next to the clue boxes. Read the word with* **ing**. *Use the word* **dig** *in a sentence. Use the word* **digging** *in a sentence.* Decode the remaining words on the page, following the procedure above. In the last three words, the vowels are already followed by two consonants in a squoosh box, so no alteration is necessary before adding *ing*.

HOMEWORK OR FOLLOW-UP: Write a list of short-vowel, one-syllable words on the board. Ask the children to rewrite the words, adding *ing*.

SUMMARY

Elicit the following observations from children: *I - N - G* says *ing*. *Ing* can be added to the end of a word. If the vowel in a word is short, the vowel must have two consonants following it before *ing* is added. If only one consonant follows the vowel, the consonant is doubled. This does not change the sound of the word *(e.g., run* and *running)*. In words such as *jump,* there are two consonants after the vowel. The vowel already has double protection, so only *ing* is added at the end.



OBJECTIVES

General

- Adding the suffix *ing* to one-syllable, long-vowel words.
- Testing and evaluation in use of the *ing* ending.

Specific

- Make Miss E (when standing at the end of a word) go away before *ing* comes to stay.
- Read long-vowel words that end with *ing*.
- Make sure of *ing*.

MATERIALS

Puppet with the letter *E* on it, Poetry Page 276, *Chatterbook* page 96. Duplicating Master 34.

MOTIVATION

Manipulate the puppet to talk for Little Miss E, who is saying: *"I am Little Miss E. I gladly stand at the end of one of my sister's words. I gladly give up my sound so that my sister can say her long sound. But now, I am angry. If I give up my sound for my sisters, I want to be at the end of the word as agreed. I want to be the end letter in the word. That* **ing** *group is causing a lot of trouble.* **Ing** *wants to end the word. But I will not let* **ing** *come after me when I am silent* **E**. *I've made up my mind;* **ing** *cannot stand after me when I'm silent* **E**."

DEVELOPMENT

Write the word *bake* on the board. A volunteer may "break the code" for the word. Mark the word. Note that the *A* is long and the *E* is silent. *How shall we write the word* **baking**? Read Part II of Poetry Page 276. Demonstrate on the board that if *E* is taken out of the word, then it looks as if the *A* is short (bak). *What problem does Miss E have with the* **ing** *group?* (Silent *E* wants to be at the end of the word.) *What compromise is Miss E willing to make?* (Miss E is willing to go away and let *ing* stay, providing the first vowel still says her long, strong sound.) *Does a long vowel need double protection before* **ing**? (no)

Let's look at the word **bake** *once more. To whom does the word belong? (A) What sound does* **A** *make? (ā) Why?* (silent *E* at the end) *Now we want to write the word* **baking**. *Can* **ing** *stand after silent* **E**? (no) *What did Miss E promise to do?* (Go away, so *ing* can stay.) *What was the most important part of the compromise?* (The first vowel must be allowed to keep her long sound.) *Let's mark the vowel, so we may be sure to remember what sound it makes.* A volunteer may put a long sign over the *A*. *What must silent* **E** *at the end of the word do?* (go away) *Who would like to make* **E** *go away?* (A child may erase the final *E*.) *Now who can come to stay? (ing)* A child may write *ing* after *bak* and then read the word. Proceed as above with *smile, save, paste*.

Write the following words on the board and underline the *ing: cutting, hiding, blaming. Ing* ends all these words. *How do we know if Little Miss E sat at the end before* **ing** *came to stay?* Allow some time for the children to try to solve this *"puzzle."* Lead to a generalization as follows: *Look at the first word (***cutting**). *How much protection does the vowel have from* **ing**? (double protec-

tion) *If the vowel has double protection, what sound is it using?* (short) *How do you know?* (The short vowels insisted on double protection before *ing.*) A volunteer may mark the vowel and call on someone to read the word. Look at the next word (*hiding*). *Does the vowel have double protection before* **ing***?* (no) *If the vowel does not have double protection, then we know it is not using its short sound. Why is this vowel allowed to use its long sound?* (Little Miss E was sitting at the end. She made a compromise with *ing.* Silent Miss E would go away so *ing* could stay, only if the vowel could keep her long sound.) A volunteer may mark the vowel and call on another child to read the word. Decode the last of the words on the board, proceeding as above.

QUICK CHECK: *What happens when we add* **ing** *to a word that ends with silent* **E***?* (The first vowel remains long, even though the *E* is dropped.) *When we see a word ending with* **ing***, how can we usually tell if the vowel is long or short?* (Usually, the first vowel is short if there are two consonants before the *ing.*)

A vowel is long if the word ends in silent *E. What are some other ways in which a vowel may be long in a word?* (When it is the only vowel, and is not protected.) Write the word *be* on the board. A volunteer may decode and mark the long *E.* Remind the children that the long vowel is strong enough, so it needs no protection before *ing.* Read Part III of Poetry Page 277. *What should we do if we want to change* **be** *to* **being***?* (We just add *ing.*) A volunteer may add *ing* to *be.* Repeat this procedure in changing *go* to *going.*

What is another way the vowel sound is long in a word? (when two vowels stand next to each other) Write the word *seat* on the board. A volunteer may decode and mark the long *E.* Read Part IV of Poetry Page 277. *What must we add to make the word* **seating***?* (only *ing*) *Why?* (The long vowel needs no added protection.) A volunteer may write the word *seating* on the board and make up a sentence for it.

CHATTERBOOK page 96. All the words have a long vowel sound. Decode each word; then write the word with *ing* at the end of it. Remind children that if the word ends in silent *E,* the silent *E* must be dropped before adding *ing.*

HOMEWORK OR FOLLOW-UP: *Draw a picture of the* **ing** *group.*

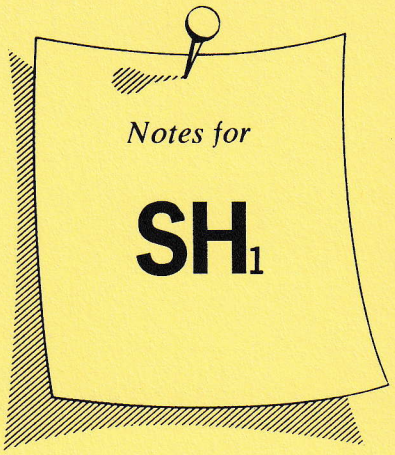
SUMMARY

Elicit the following conclusions: In words that have a long vowel sound because of silent *E,* the silent *E* is dropped before adding *ing.* (Silent *E* goes away; *ing* comes to stay.) *Ing* can be added to all other words that have one long vowel sound, without changing the spelling.

TEST

Use Duplicating Master 34. Instructions for each part are as follows:

1. Decode the words, then add *ing* to them. If necessary, change the word so that *ing* may be added. Write the whole word on the line next to the decoding boxes.
2. Mark the first vowel in each of the words listed.



OBJECTIVES

General

- Making the generalization that *H* can't be part of a squoosh.
- Associating the *SH* sound with *sh! sh! sh!*
- Auditory recognition of the initial *SH* sound in words.
- Visual recognition of the initial *SH* sound in words.
- Reading sentences for meaning.

Specific

- Listen to "Mr. H Will Not Squoosh."
- Learn that *H* makes a special sound when he follows *S*.
- See, hear and say words that begin with *sh*.
- Read about *S* and *H*.

INCIDENTAL LEARNING: After a sheep's wool is cut (shorn) it is spun into yarn for clothing.

MATERIALS

Replica of Mr. H, cellophane tape, *Chatterbook* page 97, crayons.

MOTIVATION

Draw a large squoosh box on the board. Tape the replica of Mr. H outside the box and write, "H will not go in."

DEVELOPMENT

Ask a volunteer to read the sentence. Encourage the children to discuss what the sentence could possibly mean. (*H* refuses to go into a squoosh box.)

Read the story, "Mr. H Will Not Squoosh."

MR. H WILL NOT SQUOOSH

Squoosh, squoosh. Every consonant learned to squoosh. Squoosh sounds were being used all the time. Everyone else squooshed, but Mr. H would not squoosh. Mr. H was afraid of haircuts and now he was afraid of squoosh boxes. All the boys stepped into the squoosh box to show Mr. H that there was nothing to be afraid of.

(Write some words that have beginning or ending letter combinations as children volunteer words which have squooshed letters: *stop, crab, hunt, fist.*)

All the other letters went in, but Mr. H would not squoosh. That meant trouble. Words had been planned in which Mr. H was supposed to be part of a squoosh, but Mr. H wouldn't squoosh; and if Mr. H refused to get in the squoosh box, the squoosh boxes couldn't sound off. All the Letter People put their heads together. What could they do?

(Let children suggest solutions for Mr. H.)

Then Mr. H thought of an answer. He said that whenever he was supposed to be part of a squoosh, he would make a special sound instead of a squoosh sound. He promised that he would think of a special sound for *H* and the boy who was his squooshing partner and that it would be a sound they would easily remember. The first word was *shop*.

(Write the word *shop* on the board and draw three clue boxes.) A volunteer may put *O* in the belonging box. Another volunteer may put *P* in the ending box. *What shall we do about the starting box? Can we put* **S** *and* **H** *in a starting squoosh box?* (No, *H* will not squoosh.) *Mr. H is afraid of haircuts. He is afraid of squoosh boxes.*

Mr. S was the boy with whom Mr. H was supposed to squoosh in the word *shop*. Everyone was excitedly calling out suggestions for a sound, but only Mr. H could decide on a special sound. Mr. H wouldn't talk because he said there was too much noise. He put his fingers on his lips and said, *"Sh, sh, sh,"* until every Letter Person was quiet. Mr. H said, *"Sh, sh, sh."* The Letter People waited quietly, but all Mr. H said was, *"Sh, sh, sh."*

Mr. S said, "Mr. H, we are all very quiet. Why do you keep saying *'sh, sh, sh'?"*

Can you think of a reason why Mr. H kept saying **sh, sh, sh***?* Let children speculate.

Mr. H giggled and said, *"Sh, sh, sh* will be the sound for *S* and *H* together."

Point to the partially decoded word *shop* on the board. *What shall we do with* **S** *and* **H***? Can they go in a squoosh box?* (no) *Do they squoosh?* (no) *What do they say?* (the special sound, *sh*) Lead to the decision that *S* and *H* can sit together in a plain starting clue box, because they are not really making a squoosh sound. They are making one special sound together.

QUICK CHECK: *What is Mr. H afraid of?* (squoosh boxes) *How does he solve his problem?* (He'll make a special sound instead of a squoosh.) *What sound does he make with* **S***?* (*sh*) *What do we hear in a squoosh box?* (the sounds of two or more letters) *How many sounds do you hear with* **S** *and* **H***?* (one sound) *Is* **sh** *a squoosh sound?* (no) *What kind of sound is* **sh***?* (a special sound made by *S* and *H*) *What kind of box will* **S** *and* **H** *stand in?* (a regular clue box)

Dramatize the story "Mr. H Will Not Squoosh." Encourage the whole class to join in when Mr. H says, *"Sh, sh, sh."* The cast may include Mr. H, Mr. S, other consonants (as many as desired), squoosh box (made by children holding hands), student director, announcer.

NOTE: This is a good place to stop if the class is restless.

Before reading the poem "Shaggy Sheep" to the class, briefly discuss the shearing process and the fact that yarn for sweaters and woolen cloth is made of sheep's wool. Reassure the children that shearing does not hurt the sheep. Point out the similarity to getting a haircut.

SHAGGY SHEEP

A shaggy sheep in a shady spot
Shivered though the sun shone hot.
Her shoulders shook for she was hearing
The shepherd's sharp shears ready for shearing.
She shivered and shook in such a way
That the shepherd put his shears away.
Said the sheep, "I'm not a shapely lamb;
A shaggy sheep is what I am!"

Discuss the poem. Encourage children to repeat the lines with you. Then they may put their finger on their mouth and say "sh" every time a word begins with *SH* as the poem is reread.

CHATTERBOOK page 97A. *Underline all words that begin with* ***SH.*** Be sure that words beginning with *S* alone are not underlined. Children may then draw a picture of the Shaggy Sheep.

Discuss the illustration on the lower part of the page (B). The children should read the sentences, first to themselves and then aloud. Clue boxes may be drawn around words if necessary. (*Guide* p. xvi)

HOMEWORK OR FOLLOW-UP: *Draw pictures of shaggy sheep and write* ***SH*** *under them. Collect words that begin with* ***SH*** *and paste them in notebooks.*

SUMMARY

Elicit the following conclusions: Mr. H cannot squoosh. He makes a special *sh* sound when he follows *S*. Some words starting with the *sh* sound are: *shiver, shake, shady*. Many words in the poem "Shaggy Sheep" begin with *SH*.

ENRICHMENT

Make a squoosh box and a regular box out of two cartons that are large enough to step into. Children may take turns being Mr. S and Mr. H, letting Mr. S try to convince Mr. H to squoosh with him.

Notes for

SH2

OBJECTIVES

General

- Reviewing the *SH* sound.
- Decoding words with *SH* in initial or final position.
- Spelling, from dictation, words with *SH*.

Specific

- Break the code for words starting with *SH*.
- Break the code for words ending with *SH*.
- Spell words starting or ending with *SH*.

MATERIALS

Story Picture 16, frame 1 (frames 2, 3, 4 should be concealed); *Chatterbook* page 98; chalkboards.

MOTIVATION

Display Story Picture 16, frame 1. Children may refer to the illustration as they retell the story "Mr. H Will Not Squoosh."

DEVELOPMENT

Review the story by asking the following questions: *Why won't Mr. H squoosh?* (*H* will not squoosh; he's afraid.) *How did* **H** *decide on the* **sh** *sound?* (He wanted the letters to be quiet.) *In what kind of clue box do* **S** *and* **H** *stand together?* (*S* and *H* can stand in a regular starting box because they make one sound.)

CHATTERBOOK page 98A. Break the code for words 1–5. Note the characteristic drawn over *SH* (finger over lips indicating silence). *How does this characteristic remind us of the* **sh** *sound?* (Mr. H held his finger over his lips when he said, "Sh, sh, sh.") *The first word (***ship***) is decoded.* Demonstrate on the board, as children follow in their *Chatterbooks*. The children should mark the vowel with long or short diacritical marks before sounding out the words.

QUICK CHECK: *What sound do* **S** *and* **H** *make together? (sh) What kind of clue box do they stand in?* (regular) *What are some words that begin with* **sh***? (ship, shut, shed)*

CHATTERBOOK page 98B. *Where were* **S** *and* **H** *in words 1–5?* (at the beginning) *Where are* **S** *and* **H** *in the words on the bottom part of the page?* (at the end) *What kind of box do* **S** *and* **H** *go into?* (Regular box; they make only one sound.) *S and* **H** *still make the same sound.* **H** *will not go into a starting squoosh box nor into an ending squoosh box.* Decode the words. When all words are marked, children may take turns making up sentences for them.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: Draw clue boxes. Demonstrate at the board as children work on their chalkboards. Say the word *shed. To whom does the word belong? (E) What sound does* **E** *make?*(short *E*) *Put* **E** *in the belonging box. Listen to the word again.* Repeat *shed,* emphasizing the *SH. Who starts the word? (S* and *H)*

How do you know? (They have the *sh* sound.) *Where will we put them?* (regular starting box) *Why?* (Mr. H will not squoosh.) *Put* ***SH*** *in the starting box. Listen to the word again. What letter ends the word? (D) Put* ***D*** *in the ending box. Mark the word.* (short *E,* protection over *D*) *Clue boxes sound off! Read the word. Write the word without the clue boxes. Spell the word aloud. Write it again and spell as you write. Now close your eyes and spell it.* Proceed as above, using any of the words from *Chatterbook* page 98. Remind children of any special clue boxes they may need.

HOMEWORK OR FOLLOW-UP: *Make a picture cartoon of "Mr. H Will Not Squoosh" and write original captions. Find words ending with* ***SH*** *in magazines and try to decode them. Copy lists of* ***SH*** *words in notebooks. Use the words in sentences.*

SUMMARY

Elicit the following conclusions: We broke the code for words beginning or ending with *SH*. Many words, such as *ship, shed, fish* and *rush,* begin or end with *SH*. We can spell these words.

Notes for

CH$_1$

OBJECTIVES

General

- Association of the *CH* sound with *chew*.
- Auditory recognition of the initial *CH* sound in words.
- Visual recognition of the initial *CH* in words.
- Reading sentences for meaning.
- Decoding words with *CH* in the initial position.

Specific

- Find out how Mr. H decides on a sound for *C* and *H*.
- Listen to a poem, and chew every time a word starts with *CH*.
- Read about *C* and *H*.
- Break the code of words with *CH*.

MATERIALS

Puppets and stage (A small piece of paper with the letter *C* is pinned on one puppet; another with the letter *H* is pinned on the other one.); Story Picture 16, frame 2; *Chatterbook* pages 99 and 100A.

MOTIVATION

Stage is set up.

DEVELOPMENT

This lesson calls for the thespian in you. Here is suggested dialogue for use with both puppets:

Mr. H: Mr. C, you are always chewing on something. Chomp, chomp, chomp, all day long! What are you chewing?

Mr. C: I am a chew chooser. I choose all kinds of foods to chew. I want to see if there is anything that tastes as good as my cotton candy. Today I chose to chew on chocolate, cheese, and cherries; and then I chose to chew on chestnuts. Guess what? My cotton candy still tastes best. I am a very choosey chewer.

Mr. H: Must you make so much noise when you chew? Chomp, chomp, chomp. You sound like a chipmunk.

Mr. C: I'll chew whenever I choose. Mind your own business.

Display frame 2 of Story Picture 16. Children may refer to the illustration as they take turns retelling the story they have just heard. They may invent their own dialogue, but the "chewing" idea should be emphasized.

Write the word *chomp* on the board and draw the appropriate clue boxes. Volunteers may fill the belonging box and the ending squoosh box. The volunteer who fills the starting box has a problem. *Mr. H. is supposed to be part of a squoosh. What's the problem?* (Mr. H won't squoosh.) *What happened when **H** was supposed to squoosh with **S**? (H* made up a new sound for *SH.) What will Mr. H have to decide now?* (a sound for *C* and *H*) *Can we help Mr. H? Can you think of a good sound he can make with **C**? What is **C** always doing?* (He chews. He is a chew chooser.) Lead children to suggest that the sound for ***C*** and ***H*** could come from *chew chooser*.

Read the following poem to the class:

CHEW CHOOSER

When C has nothing else to do,
He always chooses things to chew.
He chews on cherries and chocolate candy;
He chews on cheeses that are handy.
Mr. H, that charming chap,
Gave Mr. C a cheerful tap.
Said H to C, "You choose to chew.
I know what sound I'll make with you."
He stood next to C but didn't push,
And so they "ch" instead of squoosh.

Encourage children to participate as you read the lines again. Reread, and let children chew whenever they hear the *ch* sound in a word.

QUICK CHECK: *Why did Mr. H have to think of a new sound with* **C**? (Mr. H won't squoosh.) *What is the sound he chose? (ch) How did he think of the* **ch** *sound?* (*C* is a chew chooser.) *What are some words that have the* **ch** *sound? (chew, cherries, cheerful, chocolate)*

CHATTERBOOK page 99A. Children underline all words that begin with *CH*. Be sure words that begin with *C* alone are not underlined. When all *CH* words have been underlined, the children may draw a picture of how they think Mr. C looks as the chew chooser.

Discuss the illustration on the lower part of the page (B). Encourage the children to read the sentences first to themselves and then to the class. If necessary they may draw clue boxes around some words. (*Guide* p. xvi)

CHATTERBOOK page 100A. Break the code for words 1–5. Note the characteristic over the *CH* (a cherry). Work along with children until they are able to work independently. Check to see that the vowels are marked and that silent letters are placed outside their boxes. Each word should be used in a sentence after the page is decoded.

HOMEWORK OR FOLLOW-UP: *Illustrate the story of* **CH**, *and write captions for illustrations. Copy the sentences into notebooks; mark the words and illustrate one of the sentences.*

1. See the chick peck.
2. He chose cheese to eat.
3. Chet is in the chess game.

Find words starting with **CH** *in magazines and paste in notebooks.*

SUMMARY

Elicit the following generalizations: *C* and *H* have a *ch* sound. Mr. H chose the *ch* sound because Mr. C is a *chew chooser*. Many words in the poem "Chew Chooser" start with *CH*, such as *choose, cheerful* and *chew*. We broke the code for words like *chum* and *chat*.

ENRICHMENT

PUPPET THEATER: Dramatize the story of *C* and *H*.

Notes for

CH2

OBJECTIVES

General

- Reviewing the *CH* sound.
- Decoding words with *CH* in the final position.
- Spelling, from dictation, words with *CH*.

Specific

- Break the code for words ending with *CH*.
- Spell words with *CH*.

MATERIALS

Replicas of *C* and *H*, cellophane tape, *Chatterbook* page 100B, chalkboards.

MOTIVATION

Replicas of *C* and *H* are taped to the board with a big clue box drawn around them.

DEVELOPMENT

What special sound for **C** *and* **H** *did Mr. H choose?* (*ch*) *Name some words that have the* **ch** *sound as in* **chew chooser.** (*chomp, cherry, chew*)

CHATTERBOOK page 100B (words 6–9). *Sometimes* **C** *and* **H** *are in an ending clue box. May it be an ending squoosh box?* (no) *Why not?* (*H* will not squoosh.) ***H*** *makes one sound with* **C.** **C** *and* **H** *stand in a regular ending box.* Write the word *peach* on the board and draw the appropriate clue boxes. Volunteers may decode the word on the board. As children decode in the *Chatterbook,* walk around the room, making sure *C* and *H* go together in the ending clue box.

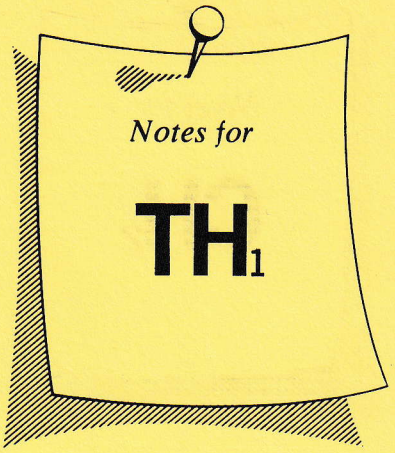
QUICK CHECK: *What sound do* **C** *and* **H** *make?* (*ch*) Say the words below, one at a time. If children hear the *ch* sound at the end of a word, they raise the purple circle on their *Chatterbooks;* if the word ends with some other sound, they raise the yellow circle. Words: *beach, rich, ash, such.*

CHALKBOARD PRACTICE: *All words will have the* **ch** *sound. Draw three clue boxes. The first word is* **chin.** *To whom does the word belong?* (*I*) *Put* **I** *in the belonging box. Listen to the word again,* **chin.** *What sound starts the word?* (*ch*) *Who makes the* **ch** *sound with Mr. H? Who is the chew chooser?* (*C*) *Where will we put* **C** *and* **H***?* (in the regular starting box) *Why?* (*H* won't squoosh.) *Put* **C** *and* **H** *in a regular starting clue box. Listen to the word again. Which letter ends the word?* (*N*) *Put* **N** *in the ending box. What sign do we put over the vowel?* (short) *Why?* (It is protected by *N*.) *Clue boxes sound off! Read the word. Write the word without the clue boxes. Write it again and spell it aloud, C-H-I-N.* A volunteer may write *chin* on the board and make up a sentence using it. Proceed as above for any of the words that have been decoded on page 100 of the *Chatterbook.*

HOMEWORK OR FOLLOW-UP: *Make a list of words starting or ending with* **ch,** *and be prepared to read them in class.*

SUMMARY

Elicit the following from children: The *ch* sound is often heard at the beginning or end of a word. We can spell words with *CH. (e.g., peach, rich, chop)*



OBJECTIVES

General

- Introduction of the two *TH* sounds.
- Auditory recognition of the *TH* sounds in words.
- Visual discrimination and recognition of *TH* in words.
- Reading sentences for meaning.

Specific

- Hear how Mr. H decides on sounds for *TH*.
- Listen to the poem "The Thing."
- Look for words that begin with *TH*.
- Read about *T* and *H*.

NOTE: The *th* is often confused with initial and final *F* in words. It is important that the children hear the difference.

MATERIALS

Replicas for Mr. T and Mr. H, cellophane tape, a piece of string about 24″ long, puppets and stage, *Chatterbook* page 101, crayons, drawing paper.

MOTIVATION

Adhere replica of Mr. T to the board. Suspend the string from *T*'s hand, and adhere it to the board so that he appears to be holding a long leash with nothing at its other end.

DEVELOPMENT

Look at what Mr. T has on a leash! Take time for children's puzzlement and reactions to this statement to be expressed. (Some children may actually see something!) *Mr. T has brought* ***The Thing*** *to the Letter People's meeting. Not many people know what* ***The Thing*** *looks like. Can you guess why? How do you think* ***The Thing*** *looks?* Give children turns to draw their conception of The Thing at the end of the leash on the board. *How do you think Mr. H will feel about* ***The Thing*** *coming to the meeting?* Read "The Thing" to the class.

THE THING

Mr. H was most upset
On Thursday when the letters met.
As he thanked them in a greeting,
Mr. T arrived at the meeting.
Leading a thingamajig on a string,
Said Mr. T, "This is The Thing."
This Thing was neither thick nor thin,
Said Mr. H, "This can't come in."

When Mr. T heard that he couldn't bring ***The Thing****, he said, "Okay, Mr. H. If you make things hard for me, I'll get even with you. Now I insist that* ***T*** *and* ***H*** *squoosh." Mr. H was very much annoyed and said, "Now Mr. T! You know I won't squoosh." And Mr. T said, "Very well then. You will have to decide on a special sound for* ***T*** *and* ***H****. Decide right now or* ***The Thing*** *stays." Mr. H didn't want* ***The Thing****, so he thought and thought. At last, he decided on an answer. Since Mr. T loved* ***The Thing*** *so much, Mr. H decided that* ***T*** *and* ***H*** *would make two*

special sounds and they would come from **The** *and from* **Thing**. Let all children say *The Thing*. Give children a chance to repeat it several times, stressing the two different *TH* sounds.

Reread "The Thing." Every time a word begins with *TH,* children may make a face that they think looks like *The Thing's* face. Reread and encourage children to join in.

PUPPET THEATER: Dramatize the *TH* story.

QUICK CHECK: *Mr. H would not squoosh with Mr. T. How did Mr. H decide on sounds for* **TH**? (from *The Thing*) *In what words do you hear the* **TH** *sound as in* **the**? *(then, this) In what words do you hear the* **TH** *as in* **thing**? *(thin, thought)*

CHATTERBOOK page 101A. Children may underline all words that begin with *TH*. In those words that they can read, let them decide whether the *TH* sound is that of *The* or *Thing*. When the words are underlined, children may draw pictures of their conception of *The Thing*.

Discuss the illustration on the bottom part (B) of the page. Then instruct the children to read the sentences below it, first to themselves and then aloud. If necessary, the children may draw clue boxes around the words that are difficult for them. Encourage suggestions for other sentences that might describe the illustration. (*Guide* p. xvi)

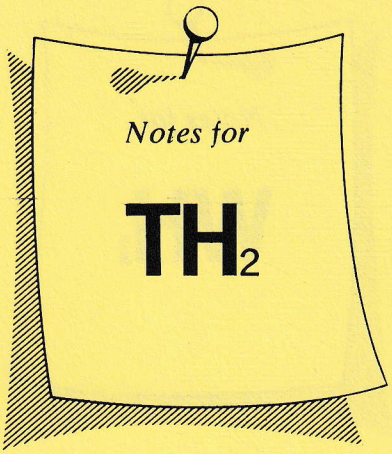
HOMEWORK OR FOLLOW-UP: *Draw* **The Thing** *pictures. Tell or write about adventures of* **The Thing**.

SUMMARY

Elicit the following generalization: *T* and *H* together make two *TH* sounds that were taken from *The* and *Thing*.

ENRICHMENT

Make up stories in which *The Thing* is the culprit; *e.g.,* Mr. H poured milk for the girls. He went to call them; and when he returned, the milk was on the floor. (*The Thing* had struck again!)



OBJECTIVES

General

- Reinforcing the association of *The Thing* with *TH* sounds.
- Decoding words with *TH* in the initial or final position.
- Spelling, from dictation, words with *TH* in the initial or final position.

Specific

- Break the code for words beginning or ending with *TH*.
- Spell words beginning or ending with *TH*.

MATERIALS

Replicas of Mr. T and Mr. H; cellophane tape; Story Picture 16, frame 3; *Chatterbook* page 102; chalkboards.

MOTIVATION

Replicas of Mr. T and Mr. H are taped on board with a big clue box drawn around them and a "leash" drawn over the box.

DEVELOPMENT

What kind of box are ***T*** *and* ***H*** *standing in?* (regular) *What is drawn over the box to remind us of the sound?* (*The Thing's* leash.) Display frame 3 of Story Picture 16 and encourage children to retell the story of *The Thing* while referring to the illustrations.

What special sounds for ***T*** *and* ***H*** *did Mr. H decide on? Name some words that have the* ***th*** *sound as in* ***the*** (*this, there, though*). *Name some words which have the* ***th*** *sound as in* ***thing*** (*thanks, thin, think*).

CHATTERBOOK page 102. Break the code. Note the characteristic over *TH* (a leash). Write the word *this* on the board and draw the appropriate clue boxes. Demonstrate the decoding procedure on the board as children decode in the *Chatterbook*. (Complete procedure is on *Guide* p. xv.) Words 1–3 have the initial *TH* sound as in *The;* words 4–6 have the initial *TH* sound as in *Thing;* word 7 has the final *TH* sound as in *The;* words 8 and 9 have the final *TH* sound as in *Thing.*

QUICK CHECK: *In what kind of box does* ***TH*** *stand at the beginning or end of a word?* (regular starting or ending box) Read the words below, one at a time, to the children, directing them to raise the purple circle of their *Chatterbooks* if the *TH* is heard either at the beginning or at the end of a word. If no *TH* sound is heard, they raise the yellow circle. Words: *faith, path, laugh, oath, life, thought, this, bite, their, fair.*

CHALKBOARD PRACTICE: Choosing words from the *Chatterbook*, page 102, dictate words for spelling. (Complete procedure is on *Guide* p. xv.)

HOMEWORK OR FOLLOW-UP: *Draw a cartoon story for* ***TH****. Think of more words that have* ***TH*** *at the beginning or end.*

SUMMARY

Elicit the following conclusion from children: We can read and spell words that begin with *TH*, such as *them* and *think.*

Notes for

WH1

OBJECTIVES

General

- Association of the *WH* sound with *whistle*.
- Auditory recognition of the *WH* sound in the initial position in words.
- Visual recognition of *WH* in the initial position in words.
- Reading sentences for meaning.

Specific

- Listen to the story of how *WH* got its sound.
- Whistle when words starting with the *wh* sound are heard.
- Underline words that begin with *WH*.
- Read about *W* and *H*.

MATERIALS

A whistle with a long string attached, puppets and stage, *Chatterbook* page 103.

MOTIVATION

Adhere a whistle with a long string attached to it to the board, so that it appears as if it were around someone's neck.

DEVELOPMENT

Which Letter Person always needs a whistle to get the Letter People meeting in order? (Mr. H always has a whistle around his neck. He needs the whistle to try to keep the Letter People quiet.) *Here is a story about Mr. H and his whistle.* (If you have a whistle, put it around your neck and blow on it every time Mr. H hears a whistle in the story.)

MR. H AND THE WHISTLE

One day, Mr. H was listening to the Letter People decide on some words they wanted to make. All of a sudden, he heard a loud whistle blowing in his ear. This was a very strange thing. Who could it be? Mr. H knew no one else had a whistle. Again he heard a whistle blow loud and clear, and right into his ear. He looked all around, but he couldn't see anyone with a whistle. He started to pull his hair again. "Maybe I am hearing things," he thought. But there it was again, a whistle blowing loud and clear right into his ear.

All the Letter People giggled and laughed. They knew where the whistle was. They knew who was blowing the whistle. But Mr. H didn't know. All Mr. H knew was that the whistle was being blown behind him. He said to himself, "I'll make believe I'm sleeping and then turn around very quickly and catch the person behind me." Mr. H closed his eyes, and again he heard the whistle blow. Quick as a wink, he turned around. As he turned, he felt the string of his own whistle pull at his neck. Someone had twisted his whistle around to the back of his neck and was blowing on it. (Demonstrate what happened.) Mr. H couldn't see clearly who it was that was blowing his whistle, but he caught a glimpse of just one winking eye.

Who do you think was blowing on that whistle? It was winking W. He is the one who fooled Mr. H and blew the whistle behind his back. The Letter People laughed, and Mr. H laughed too. Winking W kept on blowing Mr. H's whistle. Mr. H wasn't angry, but now every time he

moved, Mr. W held on to the whistle and tried to blow it. Poor Mr. H was pulling his hair again. At last he said, "Mr. W, now you stop that! If you blow my whistle again, I'll pop you."

Mr. W looked at Mr. H and winked, and then he said, "Just for being mean, Mr. H, I insist that you squoosh with me."

Now everyone knows Mr. H will not squoosh. What will Mr. H have to do? (Mr. H will have to find a special sound for *WH,* because Mr. H is afraid to squoosh.) *Can you think of a good sound for* **W** *and* **H***?* (Elicit suggestions from the children, leading to the suggestion that the sound should come from *whistle.*) *Mr. H thought that since Mr. W was so anxious to whistle, the* **WH** *sound should come from* **whistle**. *Make believe you are going to whistle. Keep your mouth just as if you were going to whistle, but instead of whistling, say the word* **whistle**. *The first part is the* **WH** *sound.* Demonstrate the *WH* sound.

PUPPET THEATER: Let children play the story of *WH.* Mr. H puppet may wear a whistle around his neck. Make sure the string is long enough to be pulled around easily.

QUICK CHECK: *What two letters make the* **WH** *sound?* (*W* and *H*) *How did Mr. H decide on the* **WH** *sound?* (from *whistle*)

Read the poem "Whipper the Whale" to the children.

WHIPPER THE WHALE

When Whipper the Whale came whizzing by
He swam so fast that we wondered why.
When he whizzed by, some of the boys
Heard a whirring, whining noise.
The noise to which the boys were referring
Was wheels on the whale that were whining and whirring.

Reread the poem slowly and have children whistle when they hear words starting with the *WH* sound. Then encourage them to join in as you read again.

NOTE: Emphasize the *WH* sound so that it will not be confused with *W.*

CHATTERBOOK page 103A. The children underline all words that begin with *WH.* When the words are underlined, the children may draw a picture of Whipper the Whale.

Discuss the illustration on the bottom part (B) of the page. Let the children read the sentences to themselves and then aloud. Clue boxes may be drawn to aid those children who have difficulty with some words. (*Guide* p. xvi)

HOMEWORK OR FOLLOW-UP: *Illustrate the story of how the* **wh** *sound came to be. Find and paste in notebooks words starting with the* **wh** *sound.*

SUMMARY

Elicit the following generalizations: *W* and *H* make the *wh* sound. The *wh* sound comes from whistle. Some words that start with the *wh* sound are *where, whistle, while.*

Notes for

WH2

OBJECTIVES

General

- Reviewing the *WH* sound.
- Reading words starting with *WH*.
- Spelling, from dictation, words starting with *WH*.

Specific

- Break the code for words starting with *WH*.

MATERIALS

Story Picture 16, frame 4; *Chatterbook* page 104; chalkboards.

MOTIVATION

Display frame 4 of Story Picture 16.

DEVELOPMENT

Discuss the illustration. Children should recall as much of the story as they can. The important association is that the *wh* sound comes from *whistle*. Volunteers may retell the story of "Mr. H and the Whistle."

CHATTERBOOK page 104. Break the code of words starting with *WH*. (Complete procedure is in *Guide* p. xv.) Remind children that *WH* goes into a regular starting box. Each word should be marked for protection, vowel sound and silent letter.

QUICK CHECK: Read the words below, one at a time. If children hear the *wh* sound at the beginning of the word, they raise the purple circle on their *Chatterbooks*. If they hear another sound, they raise the yellow circle. Words: *whip, where, buy, why, very.*

CHALKBOARD PRACTICE: Using the words on page 104 of the *Chatterbook,* dictate one word at a time. Children draw their clue boxes and proceed as on *Guide* p. xv. If the vowel is long, the class should be told why.

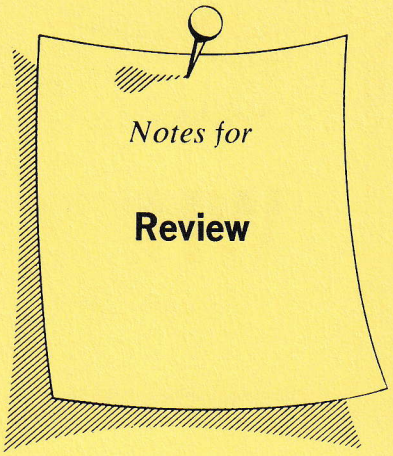
HOMEWORK OR FOLLOW-UP: *Draw cartoons for the* **W** *and* **H** *story and write captions for them.*

SUMMARY

Elicit from the children: We can read and spell words starting with *WH,* such as *whip, whine, whale.*

ENRICHMENT

Play "What, Where, Why." A volunteer tells what happened, then someone else tells where it happened, and the third person tells why it happened; *e.g., What? I fell. Where? At school. Why? I didn't see the chair.* Help the children if they have difficulty thinking of situations. Nonsense situations are fun.



OBJECTIVES

General

- Auditory and visual discrimination among *SH, CH, TH, WH.*
- Reading and writing words that have *SH, CH, TH, WH* in initial or final position.
- Testing and evaluating skills related to *SH, CH, TH, WH.*

Specific

- Listen to the story, "The Thing Chews White Shoes."
- Break the code for words having *SH, CH, TH, WH.*
- Make sure of *SH, CH, TH, WH.*

MATERIALS

Puppets and stage, *Chatterbook* page 105, Duplicating Master 35.

MOTIVATION

We have to find ***what, where, why*** *answers to questions about The Thing.*

DEVELOPMENT

What *happened to The Thing?* ***Where*** *is The Thing?* ***Why*** *is The Thing in trouble? Listen to the story and see if you can answer* ***what, where, why.***

Read "The Thing Chews White Shoes" to the children.

THE THING CHEWS WHITE SHOES

When Mr. H told Mr. T that he could not keep The Thing, Mr. T gave The Thing to his neighbor who owned a shoe shop. The Thing likes the shoe shop very well. When customers came in, they always wanted to see The Thing; and when they did, they gave him good things to eat.

Now, one weekend when the shoe shop was shut, The Thing became very hungry and thirsty, and there was no one around to feed him. Where could The Thing find food? The Thing decided to taste many things. First he chewed on a chair, but it was too hard. Then he decided to chew on some soft, shiny black shoes; but they didn't taste good. Then he chewed on thick, green slippers; but none of them tasted right either. Suddenly, he saw a lovely little pair of white shoes standing in the showcase. The white shoes were so pretty that he gave them a chew. Yum, yum. They tasted fine. The Thing took another chew, and another. He chewed on those white shoes until they were all chomped up.

The Thing didn't remember when he had ever tasted such good shoes. So he decided to taste other white shoes. He chewed white shoes wherever he could find them. From that time The Thing never ate anything else. He no longer ate the chocolates or other goodies that people brought him. He was so choosey that his owner put up a sign in the window that read: "Notice: The Thing Chews White Shoes."

Let the children repeat together, "The Thing Chews White Shoes." Write the sentence on the board, underlining the first two letters in each word. Point out that remembering the sentence, "The Thing Chews White Shoes," will help recall the different sounds *H* makes with other letters because he won't squoosh.

PUPPET THEATER: Dramatize the story of The Thing. The cast may include: The Thing, shoe store owner, customers, and shoes.

Reread the story, stressing the beginning sounds of those words that begin with *WH, TH, CH, SH.*

QUICK CHECK: *What sentence will help us remember the special sounds that were made because* ***H*** *will not squoosh?* (The Thing Chews White Shoes.) *How does it help us?* (Each word in the sentence begins with a special sound made with Mr. H.)

CHATTERBOOK page 105. *Break the code. The words on this page have* ***SH, CH, TH, WH.*** (Complete procedure is on *Guide* p. xv.) *Mark the words and read them.* Children may proceed independently if they are ready.

HOMEWORK OR FOLLOW-UP: *Fold a page into four columns headed* ***SH, WH, TH, CH.*** *In the proper columns, write words that start with these sounds. Tell or write about: "I Am The Thing;" "I Am The Thing That Chewed White Shoes;" "The Craziest Shoe Store I Ever Visited."*

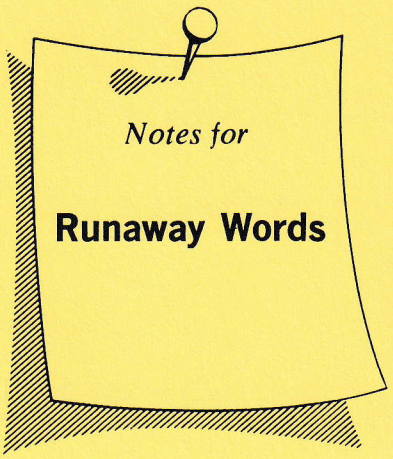
SUMMARY

Elicit from children: "The Thing Chews White Shoes" is the sentence to remember for special sounds with *H*. Some words that begin with special sounds *H* made up are *whip, chase, that, shop.*

TEST

Use Duplicating Master 35. (Be sure the children can identify all illustrations.) Instructions for each part are as follows:

1. Draw a line under the words that begin with *SH*.
2. Draw a line under the words that begin with *CH*.
3. Draw a line under the words that begin with *TH*.
4. Draw a line under the words that begin with *WH*.
5. Decode the words.
6. Draw clue boxes, mark and decode the words.
7. Draw a line under the word that goes with the picture.
8. Write the letters in the clue boxes that go with the characteristic above the clue boxes.



OBJECTIVES

General

- Introduction of words with irregular spelling and pronunciation as "runaway words."
- Reading sentences for meaning.
- Analyzing and spelling some runaway words.

Specific

- Listen to "Runaway Words."
- Find out what a runaway word is.
- Read about runaway words.
- Make Runaway Word Boxes.
- Start a collection of runaway words.

MATERIALS

"Runaway Words" (*Guide* p. 287), *Chatterbook* page 106, box for each child. (Children should be asked to bring a shoe box or other similar box to school.)

MOTIVATION

Draw little footprints all over the board and tell the children that everyone is upset because some words have run away.

DEVELOPMENT

Read "Runaway Words" (*Guide* p. 287) to the children.

QUICK CHECK: *Why wouldn't the word machine let the words pass through?* (The letters made the wrong sounds.) *Did the letters change their sounds?* (no) *What did the words decide to do?* (Run away, because they didn't want to change.) *Why doesn't the word machine know how many words ran away?* (It was too dark to see when they ran out into the night.) *How can we tell which words are* ***runaway words?*** (They are words whose letters don't sound off as they should.)

The letters know what sounds they are supposed to make. Write the word *cold* on the blackboard. *To whom does this word belong? (O) What sound should* ***O*** *make? (ŏ) Why?* (Because *O* is the only vowel in the word and it is protected by *LD.*) *What sound should* ***C-O-L-D*** *have made? (cŏld) What sound does it make? (cōld) Why is this word a runaway word?* (*O* makes the wrong sound.) *When the machine heard* ***O*** *say its long sound, it wouldn't let this word pass through. But the word ran away.* ***Cold*** *is a runaway word. If you had seen this word in a book and tried Little Miss O's short sound, it would have made no sense. Then you would have to say to yourself, "Maybe this is a runaway. I'll try Little Miss O's long sound." That's one way to try a runaway word.*

Write the word *to* on the board. *To whom does this word belong? (O) What should it say? (ō) Why?* (*O* is the only vowel in the word and is not protected.) *Does* ***O*** *say* ***ō***? (no) *What can we say about this word?* (This is a runaway.) *Little Miss O says neither her long nor her short sound. The word is* ***to.*** ***O*** *makes a different sound altogether. There's no reason for Miss O to say that. The word machine would not pass the word through. The word* ***to*** *became a runaway.*

NOTE: The children might decode the word *to* and say it is *toe*. Show them the correct spelling of *toe,* pointing out that *toe* is a word that has passed through.

CHATTERBOOK page 106. Discuss each illustration, calling on volunteers to read the sentences. *In the last illustration are ten runaways. What picture clue tells you that the words are runaways?* (running feet) Discuss the words with the children. Decide which sound the word should make and the sound it does make.

NOTE: A runaway word will appear at the top right corner of many pages of the *Chatterbook* hereafter. As these pages are reached, day by day, the runaway words should be discussed and copied on a list in the children's notebooks.

RUNAWAY WORD BOXES: Each child may decorate his Runaway Word Box with construction paper, paint, or crayons. The words *Runaway Words* should be written on the box. Explain to the children that as they find runaway words they may cut them out, paste them on drawing paper and keep them in their boxes. From time to time, a day may be set aside for listing some of these words on the board and sharing them with the class.

NOTE: As the children find new words, many regular words will seem like runaways. Explain that the words are not really runaways, but that they make special sounds about which they will learn later. These words may, however, be put in the Runaway Word Box until we find out why they are not really runaways. (A child who is particularly anxious to know why words such as *soil, pool,* or *low* are not runaways might be allowed to listen to the story of *OO* or *OI* (Chatter Album) by himself, while the others are busy with some other work.)

The children may now copy the runaway words on page 106. Tell the class that the *Chatterbook* has some runaway words and that others can be found in magazines or newspapers. These can be cut out, pasted on paper, and collected in the box. *How will you recognize runaway words?* (They don't make sense when sounded out.)

Read the poem "Runaway Words" to the class.

RUNAWAY WORDS

Runaway Words are here and there;
Runaway Words are anywhere.
They are words that couldn't belong.
Because they made their sounds all wrong.
Instead of changing and sounding right,
They just ran off into the night.

What is meant by "Instead of changing and sounding right"? (The letters could have made their sounds differently.)

HOMEWORK OR FOLLOW-UP: *Collect runaway words, cut them out, paste them on paper and put them in your Runaway Word Box.*

SUMMARY

Elicit the following conclusions: Runaway words are words that have sounds other than the ones they are supposed to have. They don't make sense when decoded. Some runaway words are *cold, great,* and *to.*

Notes for

C and K 1

OBJECTIVES

General

- Introduction of the fact that *C* and *K* may make the same sound.

Specific

- Hear about "Calamities of C and K" and think about a solution for them.
- See that *cat* could be spelled *CAT* or *KAT* and still sound the same.

MATERIALS

Story Picture 17, "Calamities of C and K" (*Guide* p. 288), Poetry Page 277, puppets and stage, replicas of *H, A, E, I, O, U.*

MOTIVATION

Write the words *cat* and *kat* on the board.

DEVELOPMENT

Ask a volunteer to decode and read the word *cat,* and then the word *kat. Do both words sound alike? They certainly do. This is mixing everyone up. Some days* **C** *starts the word, and some days* **K** *starts the word. They are always arguing about who should be the one to make the* **k** *sound.*

Display Story Picture 17 and discuss it with the children. Allow time for spontaneous interchange of ideas. *How do* **C** *and* **K** *look?* (upset) *What could be bothering them?* (They want to know who makes the *k* sound.) *What do you think Mr. H will soon be doing?* (pulling his hair) Remind children of the time *K* arrived. *Everyone worried about what Mr. C would say.* (Mr. K arrived with a sound that had already been given to Mr. C.)

***C** and **K** are going to have to make a decision. They'll have to decide, once and for all, who makes the **k** sound in words. One of them should always stand before Miss A, one before Miss E, one before Miss I, one before Miss O, and one before Miss U. Let's hope **C** and **K** can share fairly. Mr. C isn't always fair. He doesn't think **K** should have the sound at all. He thinks that because he had the **k** sound before **K** arrived, the sound should be his.* Read Part I of "Calamities of C and K." (*Guide* p. 288)

QUICK CHECK: *What problems do **C** and **K** have?* (Both have the same sound, and they don't know who should be in what word.)

***C** and **K** have to think very carefully. Once they have decided, they may not change their minds. **Cat** has to be **C-A-T** or **K-A-T**. It can't be spelled both ways.*

PUPPET THEATER: Read Poetry Page 277 to the children before the play begins, so that they may review the story plot.

HOMEWORK OR FOLLOW-UP: *Draw illustrations for "Calamities of C and K." Find words that start with **K**, and words that start with **C**.*

SUMMARY

Elicit the following conclusions: *C* and *K* have the same sound. A decision must be made about which letter may make the *k* sound before each vowel.

Notes for

C and K 2

OBJECTIVES

General

- Showing that *C* has the *k* sound when followed by *A*.
- Spelling, from dictation, words that start with *CA*.
- Reading sentences for meaning.

Specific

- Continue "Calamities of C and K."
- Learn that Mr. C will stand in front of Miss A in words.
- Break the code for words having *C* in the starting box and *A* in the belonging box.
- Spell words starting with *CA*.
- Read about *C* and *K*.

MATERIALS

Colored chalk, Story Picture 18, "Calamities of C and K" (*Guide* p. 288), *Chatterbook* page 107, chalkboards, puppets, replicas of vowels.

MOTIVATION

Draw a giant ice cream soda as tall as the board, preferably with pink chalk.

DEVELOPMENT

Who do you think will drink this soda? (Recall Mr. H's suggestion that *C* and *K* were to go to the soda fountain and make decisions about the vowels.) Display Story Picture 18 and discuss the first frame with the children. It is suggested that frames 2, 3 and 4 be concealed at this time. Allow time for discussion and interchange of ideas. *Where are* ***C*** *and* ***K*** *and the vowels?* (at the soda fountain) *Did you ever see such a soda?* (The soda is bigger than the Letter People.) *What are the vowels waiting for?* (to see which of them *C* and *K* will pick) *What are the ladders made of?* (straws) *Why do* ***C*** *and* ***K*** *need ladders?* (The soda is so tall.) Choose volunteers to draw the ladders for the giant soda on the blackboard. Children may have to stand on a chair so they can reach to the top. *Mr. C is a quick climber. He's already sipping his soda.* Choose another child to draw Mr. C on the rim of the glass, sipping away. Now put Mr. K on the ladder. *What are* ***C*** *and* ***K*** *supposed to think about?* (sharing the vowels) *When are they supposed to make their decision?* (after the sodas are finished) ***C*** *pretends he's busy drinking his soda, but he keeps watching Mr. K. Look at Mr. C. He's watching and watching Mr. K. I think* ***C*** *is up to something. What do you think?*

Read Part II of "Calamities of C and K." *What did Mr. C do?* (He put his name card in front of Miss A before he was supposed to do it.)

Reveal frame 2 of Story Picture 18. *Does* ***K*** *see what* ***C*** *did?* (no) *How can you tell by looking at the picture?* (*K*'s eyes are closed. He's drinking his soda.) ***C*** *took the first little girl. Who is she?* (Miss A) *What does that mean?* (Mr. C will make the *k* sound when he is in front of Little Miss A in words.) *Now the word* ***cat*** *will always have to be spelled the same way.* A volunteer may write the word *cat* on the board.

We have the soda on the board. We have the ladders. We have ***C*** *and* ***K****. Who is missing?* (the vowels) Call on a child to draw the vowels, sitting in order and wait-

ing. *Who should sit first?* (Little Miss A; she was the first girl to arrive.) *Who is second?* (Little Miss E) *Who is third?* (Little Miss I) *Who is fourth?* (Little Miss O) *Who is last?* (Little Miss U)

How can we show Mr. C running down the ladder and quickly placing his name card in front of Little Miss A? If the children do not think of a plausible way to show this, let them make dark chalk dashes from the top of Mr. C's soda, down the straw ladder, to Little Miss A's place. Then they may write the letter *C* in front of Little Miss A.

QUICK CHECK: *What are* **C** *and* **K** *supposed to decide?* (in front of which vowel each will stay) *How do we know* **C** *is unfair?* (He put his name card next to Miss A before the soda was finished.) *What does that mean?* (*C* makes the *k* sound when he stands in front of *A*.)

CHATTERBOOK page 107A. *All the words begin with the* **k** *sound. What is missing in all these words?* (the starting letter) *Who is the little girl in all these words? (A) Who makes the* **k** *sound in front of Miss A? (C) Little Miss A belongs to Mr. C. Who must start all these words?* (Mr. C) *Look at the first word (***cap***). To whom does the word belong? (A) If we want the starting clue box to sound off with the* **k** *sound, what letter must we put in the starting box? (C) Put in the missing letter. Mark the word* (short *A*, protection over *P*). *Clue boxes sound off! Read the word. Write the word on the line next to the clue boxes.* Proceed as above for the remainder of the exercise.

CHALKBOARD PRACTICE: *All the words will start with the* **k** *sound.* Remind the children that the sound is the clue and that they must listen to the word carefully. *If you hear Little Miss A, who will make the* **k** *sound in the starting clue box? (C) How will you recognize Little Miss A?* (She may say her short sound, which is ă. She may say her long sound, which is ā. She may have a sound with Mr. R which is *ar*, or she may be part of the *all* sound.) After children have drawn three clue boxes on their chalkboards, proceed as follows: *The word is* **cap**. *The sound is the clue. To whom does the word belong? (A) How did you recognize* **A**? (the short sound for *A*) *Put A in the belonging box.* Repeat the word. *Who goes in the starting box? (C) Why?* (*A* belongs to *C*.) Repeat the word. *Who goes in the ending box? (P) Mark the word.* (short sign over *A*, protection sign over *P*) *Why is* **A** *short?* (*P* protects her.) *Clue boxes sound off! Read the word. Remember not to break the word between sounds. Write the word without clue boxes.* A volunteer may write the word on the board. After the class has spelled the word aloud, a volunteer may use the word in a sentence. Proceed as above for any words on *Chatterbook* page 107.

CHATTERBOOK page 107B. Discuss the illustration and read descriptive sentences. Discuss each sentence within the context of the lesson. (Complete procedure is on *Guide* p. xvi.)

HOMEWORK OR FOLLOW-UP: *Collect words starting with* **CA** *and paste them in notebooks. Try to decode.*

SUMMARY

Elicit the following conclusions: If *A* is in the belonging box, *C* makes the *k* sound at the beginning of the word. We can read and spell words that begin with *CA*.

Notes for

C and K 3

OBJECTIVES

General

- Establishing the concept that the *k* sound before *E* and *I* in most words is made by *K*, not *C*.
- Spelling, from dictation, words that start with *KE* and *KI*.
- Reading sentences for meaning.

Specific

- Continue "Calamities of C and K." Find out how *K* claims *E* and *I*.
- Break the code of words starting with *KE* and *KI*.
- Spell words starting with *KE* or *KI*.
- Read more about *C* and *K*.

MATERIALS

Puppets and stage, "Calamities of C and K" (*Guide* p. 289), Story Picture 18, *Chatterbook* page 108, chalkboards.

MOTIVATION

Puppets, stage, and Chitter as narrator.

DEVELOPMENT

The puppet speaks: *"Oh, we're in for trouble now! And how! And how! Mr. K won't let Mr. C get away with just running down and taking Miss A." Let's listen to what happens when Mr. K finds out what Mr. C did!*

Read "Calamities of C and K" from the beginning to the end of Part III.

QUICK CHECK: *Mr. C thought he got the best of Mr. K, but Mr. K fixed him. What did Mr. K do?* (He took the next *two* girls, Miss E and Miss I.) *Can Mr. C do anything about E and I?* (no)

Ask for a volunteer to write the word *kept* on the board. *To whom does the word belong? (E) Who has to start the word? (K) Why?* (Mr. K put his name in front of *E*.) Choose a volunteer to write the word *kiss* on the board. Tell the child that the word *kiss* has a one-sound-ending squoosh. *Why does Mr. K start that word?* (He claimed Miss I.) Another volunteer may write the word *can* on the board. Elicit the reason for choosing *C* rather than *K* to start the word. (It belongs to Miss A.)

Discuss frame 3 of Story Picture 18 with the children. Let the children examine the illustration and tell what *C* and *K* are up to. As each child tells the story, he may point to parts of the card for reference.

Children may draw a giant soda and ladders on the board. Tape replicas of *A, E, I, O, U* in ascending order on the board near the soda. Using small pieces of paper with *C* and *K* written on them as name cards, let children re-enact the *C* and *K* story from the beginning. Emphasize that *C* tried to outsmart *K*, but *K* outwitted him. While *C* got only one girl *(A)*, Mr. K placed his name card in front of the next two little girls (Miss E and Miss I). Let children repeat the refrain in unison:

All right, Mr. C, I know what you did.
For Miss E and Miss I, I'll place my bid;
Because you wouldn't wait for me,
I'm taking two girls, not one, Mr. C.

CHATTERBOOK page 108A. *All these words begin with the* **k** *sound. Which letter is missing in all of them?* (The starting letter is missing.) *Can you guess why it is missing?* (We must decide if the word begins with *C* or *K*.) *Who are the vowels to whom these words belong?* (*E* or *I*) *Who placed his name card in front of Miss E and Miss I? (K) Miss E and Miss I belong to Mr. K. They are K's girls. What letter do you think will start these words? (K) Look at the first word (***kit***). To whom does the word belong? (I) What letter ends the word? (T) Which letter will make the* **k** *sound in front of* **I**? *(K) How can you tell it is* **K**? (*I* is one of *K's* girls.) *Put* **K** *in the starting box. Mark the word. What sound will* **I** *make?* (short) *Why?* (protected by *T*) *Write the whole word on the line next to the clue boxes.* Continue procedure as above for the remaining words on the page. Allow children who are able to proceed independently.

QUICK CHECK: *Who must be in the starting box when* **E** *or* **I** *is in the belonging box?* (*K*, because Little Miss E and Little Miss I belong to Mr. K. They are *K's* girls.)

CHATTERBOOK page 108B. Discuss the illustration and let children read the sentence, first silently and then aloud. If necessary, children may draw clue boxes around those words that they cannot read in order to decode them. Discuss the meaning of the sentences within the context of the story. (*Guide* p. xvi)

NOTE: This a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All the words will start with the* **k** *sound. Listen to the word. If you hear any of the sounds that belong to Little Miss E or Little Miss I, you will know that* **K** *goes in the starting box.* **E** *and* **I** *belong to* **K**. *How will you recognize Little Miss E?* (She may say her short sound: $\breve{e}$. She may say her long sound: $\bar{e}$. She may say her *er* sound with *R*.) *How will you recognize Little Miss I?* (She may say her short sound: $\breve{\imath}$. She may say her long sound: $\bar{\imath}$. She may say her *er* sound with *R*.)

The first word is **kiss**. *Draw three clue boxes. The ending box is a one-sound-ending squoosh box. To whom does the word belong? (I) How did you recognize her?* (*I* has the $\breve{\imath}$ sound from *itch*.) *Put* **I** *in the belonging box.* Repeat the word. *What mark did you put over* **I**? (short) *What sign did you put over* **S** *and* **S**? (protection) *Clue boxes sound off! Read the word. Write the word without the clue boxes.* A volunteer may write the word on the blackboard as the class spells it aloud. Continue the above procedure for any words on *Chatterbook* page 108A.

HOMEWORK OR FOLLOW-UP: *Collect words starting with KE or KI and paste them in notebooks. Try to decode them.*

SUMMARY

Elicit the following conclusions: *K* makes the *k* sound before *E* or *I* in words. We can read and spell words starting with *KE* or *KI*, such as *kit* and *kept*. We can read sentences about *C* and *K*.

Notes for

C and K 4

OBJECTIVES

General

- Establishing the concept that *C* makes the *k* sound before *O* and *U*.
- Spelling words from dictation.
- Reading sentences for meaning.

Specific

- Listen to more of the story "Calamities of C and K," and find out how *C* put his name card before *O* and *U*.
- Break the code for words that start with *CO* and *CU*.
- Spell words starting with *CO* and *CU*.
- Read about *C* and *K*.

NOTE: The soft *C* sound before *E* and *I* will be introduced in a future lesson.

MATERIALS

Puppets, vowel replicas, Story Picture 18, "Calamities of C and K" (*Guide* p. 289), Poetry Page 277, *Chatterbook* page 109, chalkboards.

MOTIVATION

Write the following sentences on the board: "We need a big, tall drink! Please make it for us."

DEVELOPMENT

Choose a volunteer to read the sentences on the board. *Who might have said what is written?* (*C* and *K*) *What kind of big, tall drink do* ***C*** *and* ***K*** *want?* (a soda) *What can we do to help?* (Draw a big soda on the board.)

PUPPET THEATER: Select a child to tell "Calamities of C and K" to date. Other children, using puppets (Chitter as *C* and Chatter as *K*) and vowel replicas, pantomime as the story unfolds. Children should stress which vowels go with *C* and which vowels go with *K*. The drawing on the board may be used as a backdrop for this performance.

Display Story Picture 18, frame 4. Read "Calamities of C and K" (*Guide* p. 289) to the end. *Who would like to draw Mr. C on the board? Who would like to draw* ***C****'s girls? Who would like to draw Mr. K on the board? Who would like to draw* ***K****'s girls?* For recall, let children refer to the Story Picture. Remind the children that the girls are sitting in the order in which they arrived: *A, E, I, O, U. Mr. C took the first little girl,* ***A****. Mr. K took the next two girls,* ***E*** *and* ***I****. Then Mr. C took the girls that were left,* ***O*** *and* ***U****. Mr. C has three girls. Mr. K has two girls.*

Read Poetry Page 277 to the children. Reread and encourage children to join in.

CHATTERBOOK 109A. *All these words start with the* ***k*** *sound. What is missing in all these words?* (the first letter) *Will* ***C*** *start the word? Will* ***K*** *start the word? If the vowel in the word is one of* ***C****'s girls, then* ***C*** *should be in the box before it. If the vowel in the word is one of* ***K****'s girls, then* ***K*** *has to be in the box before it.*

*Look at the word (**keep**). Which vowel comes after the empty box? (E) Whose girl is **E**? (K's) Put **K** in the starting box. Mark the word. Break the code. Write the whole word on the line next to the clue boxes.* Volunteers may make up sentences using the word. Follow the same procedure with the remaining words on the page. Children who are able may proceed independently.

CHATTERBOOK page 109B. Discuss the illustration and read the sentences. (Complete procedure is on *Guide* p. xvi.)

QUICK CHECK: *Who are the two girls **C** took this time? (O* and *U) Who are all three of **C's** girls? (A, O* and *U) Who are **K**'s girls? (E* and *I)* Let children say the following rhyme along with you:

Mr. C has vowels A, O and U,
Leaving Mr. K with only two.
All K has is Miss E and Miss I;
That's why K is about to cry.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All words will start with the **k** sound. How will you know if **C** or **K** starts the word?* (by which vowel stands after him) *The sound is the clue. Which sound should we listen for?* (the vowel) *How will you recognize the vowel?* (The vowel may be saying a short sound, long sound or the special sound with *R*.)

Dictate words, using any of those on *Chatterbook* pages 106–108. (Complete chalkboard procedure is on *Guide* p. xv.)

HOMEWORK OR FOLLOW-UP: *Illustrate the entire story "Calamities of C and K" in booklet form. Write original captions to go with illustrations. On separate pages, keep lists of words starting with **CA, CO, CU, KE,** and **KI.***

SUMMARY

Elicit the following conclusions: *C* makes the *k* sound in front of *A, O* and *U*. *K* makes the *k* sound in front of *E* and *I*. We read more sentences about *C* and *K*.

ENRICHMENT

Write the following sentences on the board. Children may copy and mark words. Then they may illustrate one of the sentences.

1. Kid is a name for a goat.
2. This kite can skip.
3. Mr. K must not kick Mr. G.
4. Cal can cast a spell.

Notes for

C and K 5

OBJECTIVES

General

- Establishing the following concepts: *C* makes the *k* sound in a starting squoosh; *CK* makes the *k* sound when it is heard after a short vowel; *K* makes the *k* sound when it is heard after a long vowel.
- Testing and evaluating skills related to *C* and/or *K*.

Specific

- Learn whether *C* or *K* belongs in a word.
- Fill clue boxes with *C*, *K*, or *CK*.
- Spell words and pick the right letter or letters to represent the *k* sound.
- Make sure of *C* and *K*.

MATERIALS

Chalkboards, *Chatterbook* page 110, Duplicating Master 36.

MOTIVATION

Write the words *crab, close, skip,* and *pink* on the blackboard.

DEVELOPMENT

***C** and **K** have solved the problem about who makes the **k** sound before the vowels. How did they solve it?* (*C* will stand in front of *A*, *O* and *U; K* will stand in front of *E* and *I*.) *Look at the words on the board. How are they different from the **k** words we have been decoding so far?* (The *k* sound is not followed by a vowel.) *Some words like **crab, close, skip,** and **pink** have a squoosh in which the **k** sound is a part. Since the **k** sound does not come before the vowel, either **C** or **K** could be in the word. But the boys did not like Mr. K to start a squoosh. Can you imagine why? Mr. K really is a nice fellow but you know Mr. K; what does he always do?* (kick) *He doesn't ever mean to kick anyone; but he's so used to kicking that his foot kicks without his realizing it. When he is squooshed together with another letter it becomes too dangerous because he might kick the letter next to him.* Demonstrate with *krab, klose. Of course he can be the last part of a squoosh because he would be kicking only the box.* Demonstrate with *skip* and *pink*.

QUICK CHECK: *How can we decide which letter makes the **k** sound in a squoosh?* (*C* starts a squoosh; *K* ends a squoosh.) *Why didn't the Letter People want **K** to start a squoosh?* (He would kick the letter next to him.) *Why is it all right for **K** to end a squoosh?* (He would be kicking only the box.)

CHALKBOARD PRACTICE: Dictate some of the following words: *crab, crisp, close, clip, risk, clap, crate, bunk, claim, clam, class.* Children should be told the reason for the long vowel in a word and whether the word ends with a squoosh or a one-sound-ending box. (Complete procedure is on *Guide* p. xv.)

CHATTERBOOK page 110A. *Look very carefully at the four words on the left part of the page where the code is broken. Mark the words. What can you tell about the vowel sound in these words?* (All the vowels are using their short sounds.) *What else is the same about all these words?* (They all end with a one-sound-ending squoosh made by *C* and *K*.) Read each word with the children. For each word ask: *What sound does the vowel use?* (short) *What is the ending sound you hear?*

(k) Who ends the word (CK) Now let's look at the words on the right side of the page. The code has been broken for these words too. Mark the words. What can you tell about the vowel sounds in all these words? (They are all long.) *What is the sound you hear right after the vowel?* (*k* sound) Read each word with the children so they can hear the long vowel followed by the *k* sound. Reread each word with the children; then ask: *What sound does the vowel use?* (long) *What is the ending sound you hear? (k) Which letter is in the ending clue box? (K).*

NOTE: An alert child may discover that *K* must be in the ending box in words that end in silent *E* because *E* is one of his girls.

QUICK CHECK: Elicit the following generalizations: If you hear the *k* sound ending a short-vowel word, it is made by *C* and *K*. In a long-vowel word that ends with the *k* sound, the *k* sound is made by *K*.

CHATTERBOOK page 110B. *Break the code. The ending clue box has a letter or letters that make the* **k** *sound. You must decide whether* **C** *or* **K** *or* **CK** *belong in the word. Give reasons for your decision.*

Look at the first word (bake). Write it on the board as it appears in the *Chatterbook,* page 110. *What will the vowel say?* (Long sound because silent *E* is at the end.) *If the vowel is long, who makes the* **k** *sound after it? (K) Decode the first three words. Look at the next word (crack).* Write the word on the board as it appears on *Chatterbook* page 110. *All these words have the last part missing. They also all end with the* **k** *sound. Mark the word. What is the vowel sound?* (short) *Who will make the* **k** *sound? (CK)* An alert child will discover that all the ending boxes are one-sound-ending squoosh boxes that would have to be filled by two letters *(CK).* Decode the rest of the words.

HOMEWORK OR FOLLOW-UP: *Keep four separate lists of words. One list should have words that end with* **CK** *(e.g., duck); another list, words in which the vowel or vowels are followed by* **K** *(e.g., bake* or *seek); a third list, words in which* **C** *begins a squoosh (e.g., crib); and a fourth list, words in which* **K** *ends a squoosh (e.g., skirt, rink).*

SUMMARY

Elicit the following conclusions: *C* may start a squoosh sound as in *crab*. *K* may end a squoosh sound as in *skip* and *pink*. *CK* makes the *k* sound after a word that has a short vowel. *K* makes the *k* sound after a word that has a long vowel sound.

ENRICHMENT

SILENT K: Certain words begin with *KN (e.g., knife, know, knit)* because *K* may not start a squoosh. If he were in a squoosh box he would kick the letter next to him. It was decided that *K* had to stand outside the starting clue box; therefore *K* cannot sound off in these words. He must be silent.

TEST

Use Duplicating Master 36. This test reviews all learnings to date that involve *C* and/or *K*. Instructions for each exercise are as follows:

A. 1. Draw a circle around the vowels that belong to Mr. C.
   2. Draw a circle around the vowels that belong to Mr. K.

B. 1. In these words the *k* sound begins each word. Decide whether *C* or *K* makes the *k* sound, then put the correct letter in the starting clue box.
   2. In these words the *k* sound begins each word. Decide whether *C* or *K* makes the *k* sound, then put the correct letter in the space at the beginning of the word.

C. In these words the letter that makes the *k* sound is missing. Decide whether *C* or *K* makes the *k* sound in the word and write it where it belongs.

D. In these words the *k* sound is part of a squoosh. Decide whether *C* or *K* is in the squoosh and write the correct letter where it belongs.

E. In these words the ending sound is the *k* sound. Decide whether *C* or *K* or *CK* makes the *k* sound, then write the correct letters where they belong.

Notes for

Y, Consonant and Vowel

OBJECTIVES

General

- Introduction of the concept that *Y* may be either a consonant or a vowel.
- Reading sentences for meaning.

Specific

- Hear the story "Don't Cry, Y."
- Read about Mr. Y.

MATERIALS

Replica of Mr. Y, cellophane tape, "Don't Cry, Y" (*Guide* p. 289), Story Picture 19, Poetry Page 277, *Chatterbook* page 111, construction paper, paper fasteners.

MOTIVATION

Adhere replica of Mr. Y to the board horizontally, so that he is lying down.

DEVELOPMENT

Who is on the board? (Mr. Y) *Does he look different? How?* (He is lying down.) *He is tired, bored and unhappy.*

Read Part I of "Don't Cry, Y" to the children.

When will **Y** *use his own consonant sound?* (at the beginning of a word) Write the following words on the board: *yes, yet, yell, yarn, yelp.* Volunteers may read the words. Emphasize that *Y* uses his consonant sound to start a word.

Display Story Picture 19. Allow time for free interchange of ideas. *What is happening to* **Y**? (He is being pulled by both vowels and consonants.) *Does* **Y** *look unhappy?* (no) *Why not?* (He is getting a lot of attention.) *Why was* **Y** *unhappy before?* (As a consonant, he was in very few words and he felt neglected.) *Why does he feel important now?* (Both vowels and consonants want him.)

DRAMATIZATION: Read Poetry Page 277. Children may pantomime the action as you read. The cast will include Mr. Y, the vowels, and the consonants.

QUICK CHECK: *Why was* **Y** *unhappy?* (He was in too few words as a consonant.) *Who decided to help him?* (Little Miss I) *What made* **Y** *happy?* (Both vowels and consonants wanted him.) *What did* **Y** *decide?* (to be a consonant and a vowel)

CHATTERBOOK page 111. Discuss the illustrations. The children may read the sentences to themselves, and then aloud. (Complete procedure is on *Guide* p. xvi.)

HOMEWORK OR FOLLOW-UP: *Illustrate "Don't Cry, Y." Collect words in which* **Y** *appears. Keep one notebook page for* **Y** *working as a vowel and one for* **Y** *working as a consonant. Add to each page from time to time.*

SUMMARY

Elicit the following conclusions: Mr. Y will be part of both the consonant side and the vowel side. *Y* is a consonant at the beginning of a word and a vowel in any other part of a word.

Notes for

Y as a Vowel 1

OBJECTIVES

General

- Establishing the concept that when *Y* is a vowel it is usually treated as if it were *I*.
- Decoding words in which *Y* acts as a consonant or as a vowel.
- Spelling, from dictation, words that have *Y*.

Specific

- Hear Part II of "Don't Cry, Y."
- Break the code for words in which *Y* acts as a consonant, and for words in which *Y* represents Little Miss I.
- Spell words with *Y*.

MATERIALS

Two pieces of paper cut in banner shape, a piece of colored chalk, Story Picture 19, "Don't Cry, Y" (*Guide* p.289), *Chatterbook* page 112, chalkboards.

MOTIVATION

Draw two banners—one saying *consonants* and the other saying *vowels*. Draw *Y* between the banners with its arms stretched toward both sides.

DEVELOPMENT

Discuss the drawing on the board. Review the illustration on Story Picture 19 and encourage children to retell the story. *Mr. Y is going to be a part-time consonant and a part-time vowel. If we see* **Y** *in a word, how will we know whether he is working as a consonant or as a vowel?* (If he starts the word, he makes the consonant sound. If he is in another part of a word, he acts as a vowel.) Mr. Y has his consonant sound from the word *yawn*.

Write the words *my, gym* and *type* on the board. *In what part of these words does* **Y** *stand?* (*Y* does not start any of these words. *Y* is in the middle or at the end of the word.) *Does* **Y** *use his consonant sound when he does not start a word?* (*Y* does not use his consonant sound.)

Read "Don't Cry, Y" (*Guide* p.289) from the beginning through Part II. *What sound does Little Miss I want* **Y** *to use?* (*I* wants *Y* to use her sound.)

Let's look at the first word: **my**. *For whom will* **Y** *be working?* (Mr. Y is really there for Miss I.) *When you look at Mr. Y, think of Miss I.* Using a piece of colored chalk, demonstrate this idea by drawing an *I* through the *Y* on the board. Let both *I* and *Y* be visible.

Draw the appropriate clue boxes and demonstrate the decoding procedure for *my*. *To whom does the word belong?* (It belongs to *Y* who is there for *I*.) Children may write a small *I* over the *Y* to remind them that *Y* is taking *I*'s place. *What letter goes in the belonging box?* (*Y*) Let's have inspection to see if the vowel gets protection. *Is* **Y** *protected?* (no) *If the vowel is not protected, what sound must it use?* (long) *If* **I** *were there it would be long, so* **Y** *will use I's long, strong sound.* A child may put a long sign over the small *I* above the *Y* and say the word.

Let's look at **Y** *in another part of a word.* Decode the word *gym*. Elicit the following: *Y* does not start the word; he can not use his consonant sound. *Y* is working

for *I*. *To whom does the word belong?* (It belongs to *Y* who is working for *I*.) *Have a regular inspection. Does Mr. Y get protection?* (Yes, Mr. Y is protected by *M*.) *When Little Miss I is protected she makes the short, weak sound, so* **Y** *will use Little Miss I's short, weak sound. Draw a protection sign over* **M** *and put a small short* **I** *above* **Y***'s belonging box. Clue boxes sound off!*

Look at the word ***type***. Elicit that *Y* does not start the word, and so does not use his consonant sound. He's working for Little Miss I. *To whom does the word belong?* (It belongs to *Y*, who is there working for *I*.) *Which of* **I's** *sounds will* **Y** *use?* (long) *Why?* (silent *E*)

QUICK CHECK: *When does* **Y** *use his consonant sound?* (at the beginning of a word) *When* **Y** *is a vowel, for whom can he work? (I) How can you know whether* **Y** *will say* **I's** *long sound or short sound?* (You think about what the *I* would say.)

CHATTERBOOK page 112. *The first word is* ***year***. *In what part of the word is* **Y**? (at the beginning of the word) *When* **Y** *starts a word, is it a consonant or a vowel?* (*Y* is a consonant when it starts a word.) *Can we put* **I** *over* **Y**? (no) *Why not?* (*Y* is a consonant at the beginning of the word.) *Fill the clue boxes and read the word. The next word is* ***cry***. *Where is* **Y**? (at the end) *Is* **Y** *working as a consonant or a vowel?* (*Y* does not start the word; therefore, *Y* acts as a vowel.) *For which vowel does* **Y** *work? (I) Now may we put* **I** *over the belonging box?* (yes) *Why?* (*Y* makes the sound for *I*.) *Now let's have a regular inspection. Does* **Y** *working for* **I** *get protection?* (no) *There's no protection around. Which of* **I**'s *sounds will* **Y** *use?* (*Y* must use *I*'s long, strong sound.) *Mark the vowel.*

CHALKBOARD PRACTICE: *Draw two clue boxes. We will need a starting box and a belonging box. We do not need an ending box. In today's words you must listen for many clues. The sound is always one clue, but this time there will be even more clues. Here's the first clue: You will hear one of* **I***'s sounds but the letter* **I** *is not in the word. What does that clue tell you?* (*Y* will be working for *I*.) *The word is* ***my***. *Who goes in the belonging box? (Y) Put* **Y** *in the belonging box. Listen to the word again. Who starts the word? (M) Put* **M** *in the starting box.* Repeat for *shy, fly, cry, spy, try*. Remind children when a beginning squoosh box is needed.

QUICK CHECK: *What sound does* **Y** *have when he is the only vowel at the end of a word?* (long *I*)

Now dictate the word *type*. After children have drawn their clue boxes, remind them that there is no letter *I* in this word. *Who will take her place? (Y) Which* **I** *sound do you hear?* (long sound) *Here is the next clue: The vowel is long because silent* **E** *stands at the end. To whom does the word belong? (Y) What sound is* **Y** *using?* (long *I*) *Why?* (silent *E*) *Put Miss E outside and after the ending box. Why can't* **E** *stand in a clue box?* (*E* is silent.) *Listen to the word again. Fill the starting and ending clue boxes. Mark the word. What can we put over Y?* (the letter *I* and the long sign)

HOMEWORK OR FOLLOW-UP: Dramatize "Don't Cry, Y."

SUMMARY

Elicit the following from children: *Y* uses his consonant sound when he starts a word such as *yell* and *year*. As a vowel, *Y* uses *I*'s long sound in such words as *my* and *type*. *Y* uses *I*'s short sound in *gym*.

Notes for

Y as a Vowel 2

OBJECTIVES

General

- Review of the short and long *I* sounds for *Y*.
- Introducing the long *E* sound for *Y*.
- Decoding words in which *Y* has the long *E* sound.
- Spelling, from dictation, words in which *Y* has the long *E* sound.
- Introducing and decoding words in which *Y* is silent.
- Testing and evaluating all skills related to *Y* as a vowel.

Specific

- Learn how *Y* came to work for Little Miss E.
- Break the code for words in which *Y* uses *E*'s long sound.
- Spell words in which *Y* uses *E*'s long sound.
- Break the code for words that have a silent *Y*.
- Make sure of *Y* as a vowel.

MATERIALS

Story Picture 20, "Don't Cry, Y" (*Guide* p. 289), *Chatterbook* page 113, chalkboards, puppets, replica of Miss E, Poetry Page 277, Duplicating Master 37.

MOTIVATION

Display Story Picture 20.

DEVELOPMENT

Discuss the illustration with children. Encourage discussion with such questions as the following: *Who is in the picture?* (Miss I, Mr. Y and Miss E) *Who is standing next to Miss I?* (Mr. Y) *Why do you think* **I** *is standing next to* **Y**? (*Y* uses *I*'s sound.) *Can you think of a reason why* **E** *might be there? Let's listen to the story and find out.* Read "Don't Cry, Y" (*Guide* p. 289) to the children from the beginning to the end. Repeat the last section that tells of *E*'s part.

QUICK CHECK: *When will* **Y** *take* **E***'s long sound?* (*Y* makes *E*'s long sound at the end of a word that belongs to another vowel.)

Write the words *hide, ride, dime* and *smile* on the board. Elicit the observation that in all these words, the letter *E* is at the end of the word, and is silent. Recall that Little Miss E agreed to give up her sound at the end of a word so that her sisters could make their long sounds. *Now Miss E would also like her long sound to be heard at the end of some words. Little Miss I said that she would share Mr. Y with Little Miss E. If* **Y** *is at the end of a word that belongs to another vowel, then Mr. Y may say* **E***'s long sound.*

Let's see if Mr. Y will understand what to do. Write the word *funny* on the board, and draw a beginning and a belonging clue box. Call on volunteers to start decoding the word. *To whom does the word belong? (U) Put Little Miss U in the belonging clue box. Who starts the word? (F) Put* **F** *in the starting box. Now we have a problem. What letters are left? (N-N-Y) What do we do with all the letters that are left?* **Y** *is at the end of the word. For whom does Mr. Y work at the end of another vowel's word? (E) What did he promise Little Miss E he would say?* (her long sound) *What kind of clue box must a vowel go in?* (belonging box) *What kind of letters may go in a beginning or ending clue box?* (consonants) *If* **Y**

is acting as a vowel, and making a vowel sound, we can't put him in a regular ending box. Only consonants are allowed in the starting or ending box. Which of the letters in this word may go in the ending box? (*N* and *N*) *What kind of ending box is needed for double* **N**? (a one-sound-ending squoosh box) *Which letter is in the belonging box? (U)* **Y** *can't be in the belonging box because the word belongs to* **U**. *What shall we do with* **Y**? Encourage suggestions from children. Try the plausible ones. Lead to the conclusion that a box could be made after the ending box to resemble the belonging box in size; but because the word does not completely belong to *Y*, only three sides of the belonging box may be drawn. (See *Chatterbook* p. 113.) Emphasize that the word still belongs to the vowel in the belonging box, but that a second vowel sound is heard at the end. Draw a three-sided ending vowel box with a bold frame after the ending box. *Who belongs in this box? (Y) Put* **Y** *in the ending vowel box. Now mark the word. Is* **U** *protected?* (yes) **U** *has double protection.* **N** *and* **N** *are protecting* **U**. *Put a protection sign over the one-sound-ending squoosh box. What sound will* **U** *use?* (short sound) *Mark the letter* **U**. *What does* **Y** *say?* (long sound of *E*) *Put an* **E** *above* **Y***'s box and put the long sign over the* **E**.

QUICK CHECK: *What sound does* **Y** *make in an ending vowel box? (ē) To which vowel does the word belong?* (the first one)

Write the word *rainy* on the board. Draw three clue boxes, leaving room for silent *I*. Call on a volunteer to fill the clue boxes. *To whom does the word belong? (A) Put* **A** *in the belonging box. Where does* **I** *belong?* (Outside the box, because *I* will be silent.) *Put* **I** *after and outside the belonging box. Which letter goes in the starting box? (R) Which letters are left?* (*N* and *Y*) *May* **Y** *go in a regular ending clue box?* (no) *Why not?* (*Y* works as a vowel.) *What kind of box must a vowel sound off in?* (a belonging box) *Which of the letters of the word may go in the ending box? (N) What kind of box is needed for* **Y**? (three-sided ending vowel box) *Draw an ending vowel box and put* **Y** *into it. Mark the word. What sign do we put over the belonging box?* (long) *What sign do we put through* **I**? (broken slanted line) *What can we put over* **Y**? (long *E*) *Clue boxes sound off!*

CHATTERBOOK page 113A. Decode the words, adapting the above procedure.

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 113B. *Look at the decoded word* **day**. *To whom does the word belong? (A) What letter stands next to A? (Y) Is* **Y** *a consonant or a vowel in this word?* (a vowel) *Why is* **Y** *a vowel?* (*Y* is a consonant only at the beginning of a word.) *What happens when two vowels stand side by side?* (The first vowel is long and the second one is silent.) *Since* **Y** *acts as a vowel and stands next to vowel* **A**, *what will* **Y** *have to do?* (keep silent) *If* **Y** *is silent, where will he have to stand?* (outside the belonging box) *What sound will* **A** *make?* (long sound)

Decode the word *way* with the children. Demonstrate the decoding on the board as children decode in their *Chatterbooks. To whom does the word belong? (A) Put* **A** *in the belonging box. Where will we put* **Y**? (outside and after the belonging box) *Why?* (*Y* is working as a vowel. If two vowels are side by side, the first can say its long sound, and the second gives up its sound. *Y* is there as the second vowel.) *What letter goes in the starting box? (W) There is no ending box. Mark the word. Clue boxes sound off!* Proceed as above for the remaining words on the page. Allow children who are able to proceed independently. When all words are decoded, volunteers may use the words in sentences.

NOTE: Children may want to know whether *Y* works for *I* or *E* in these words. Tell them that only Mr. Y knows, and he won't tell. See suggested follow-up.

QUICK CHECK: *What happens to* **Y** *when it follows another vowel?* (*Y* is silent.) *Why is* **Y** *silent?* (*Y* acts as a vowel. Since the second vowel is silent, the first one is long.)

CHALKBOARD PRACTICE: *All the words today will have* **Y** *making* **E***'s long sound at the end of a word. What special clue box will you need?* (ending vowel box) *When can* **Y** *make* **E***'s sound?* (when *Y* is at the end of a word that belongs to another vowel) *The first word is* **messy.** *Your clue is that the letter* **E** *is not at the end of the word. What does that tell you?* (*Y* makes *E*'s sound at the end.) *Put* **Y** *in the ending vowel box. To whom does the word belong? (E) What sound does* **E** *make? (ĕ) Put* **E** *in the belonging box.* Repeat the word *messy. The next clue is that* **E** *gets double protection. What kind of clue box will you need after the belonging box?* (a one-sound-ending squoosh box) *How many consonants stand in that box?* (two of the same consonants) *Which letters go in the one-sound-ending squoosh box?* (*S* and *S*) *Fill that box. Who goes in the starting box? (M) Mark the word. What sound goes over* **E** *in the belonging box?* (short) *Why?* (double protection from *SS*) *Put a short sign over* **E**. *Put the protection symbol over the one-sound-ending squoosh box. Who else makes a vowel sound? (Y) What can we put over* **Y**? (the letter *E* with a long sign) *Read the word. Write the word without the clue boxes, and spell it aloud. Now, close your eyes and repeat it.* Volunteers may write the word on the board, and use it in a sentence. Proceed as above for any of the words on *Chatterbook* page 113. In each long-vowel word, tell the class why the vowel is long. Remind the children to put the silent vowel after and outside the appropriate clue box.

PUPPET THEATER: Use Chitter as *Y*, Chatter as *I* and the replica for *E* to play Miss E. Poetry Page 277 may be used as a basis for the dialogue. Encourage children to improvise freely.

HOMEWORK OR FOLLOW-UP: *Make up stories about the vowel(s) Mr. Y works for when he is silent.*

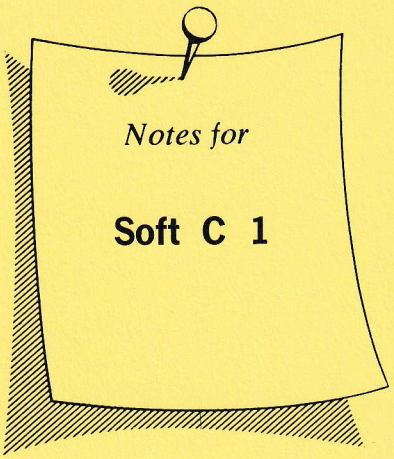
SUMMARY

Elicit the following conclusions: *Y* uses *E*'s long sound at the end of a word that belongs to another vowel. A special vowel box after the ending clue box holds the *Y* when it makes the long *E* sound. When *Y* follows immediately after the first vowel, it must be silent, and the first vowel is long.

TEST

Use Duplicating Master 37. Instructions for each exercise are as follows:

1. Draw a circle around each of the two vowels for whom Mr. Y works.
2. Mark the decoded words.
3. Decode and mark the words.
4. Draw clue boxes and decode the words.
5. Draw a circle around the picture that goes with the word.
6. Underline the word that describes the picture.



OBJECTIVES

General

- Introduction of the soft *C* and its use in words.
- Introduction of words having the soft *C* sound.

Specific

- Find out how Mr. C gets another sound.
- Learn when Mr. C uses his borrowed sound.
- Hear words in which Mr. C uses the *S* sound.

MATERIALS

Puppets and stage, "How C Got Another Sound" (*Guide* p. 290), *Chatterbook* page 114.

MOTIVATION

Two puppets—Chitter with the letter *C* to represent Mr. C, Chatter with the letter *K* to represent Mr. K.

DEVELOPMENT

Manipulate the two puppets to look as though they are having a terrible fight. *Things don't look quite right;* ***C*** *and* ***K*** *are having another fight. We thought everything was settled between* ***C*** *and* ***K***. Review the agreements made between *C* and *K*. *What had they decided to do?* (*C* has his girls: *A, O,* and *U; K* has his girls: *E* and *I*.) *Mr. C and Mr. K both know that once the name cards are placed, there can be no changes. Why are they fighting again? Poor Mr. K. I think he may cry. What does that greedy* ***C*** *want now?*

Read "How C Got Another Sound" (*Guide* p. 290) to the children. *Why were* ***C*** *and* ***K*** *fighting?* (*C* wanted to stand in front of *K*'s girls.) Discuss the meaning of the lines,

Mr. C doesn't know how to share;
He wants my girls and that's unfair.

Repeat the lines with the children. *This time, Mr. K will not let Mr. C push him around. He told Mr. C that Mr. C can never use the* ***K*** *sound before Miss E or Miss I in a word. Miss E and Miss I belong to Mr. K.*

QUICK CHECK: *Mr. C knows that Mr. K will not let him use the* ***K*** *sound in front of* ***E*** *and* ***I****, but Mr. C is a tricky fellow. How does he solve that problem?* (He gets Mr. S to lend him a sound.) *Can Mr. C use Mr. S's sound any time at all?* (no) *When may Mr. C use Mr. S's sound?* (When Mr. C stands before one of *K*'s girls—Miss E or Miss I.)

Write the word *cent* on the board. Choose a volunteer to break the code. *To whom does this word belong? (E) Who starts the word? (C) Now we must check and see in front of which vowel Mr. C stands. If he stands in front of one of his own girls, he may use the* ***k*** *sound; but if he is before one of* ***K****'s girls, he cannot use the* ***k*** *sound. In front of which vowel does* ***C*** *stand in this word?* (Mr. C stands in front of *E*.) *To whom does* ***E*** *belong? (K) What sound must Mr. C use?* (Mr. S's sound.) *What shall we draw over* ***C*** *so we will remember that he's using the* ***S*** *sound?* (Elicit and try all the children's suggestions. The children might like to use the characteristic as shown in the *Chatterbook* which is cotton candy, with the letter *S* written on it.) *Who ends the word?* (*N* and *T* squoosh.) *Fill the ending squoosh*

box. Who can read the word? Remember not to break the sound. Let the whole word come out together. Follow the same procedure with the word *city*.

QUICK CHECK: *What sound does Mr. C use when he is in front of one of K's girls?* (Mr. S's sound) *What sign can we draw over* **C** *to remind us that he is using the* **S** *sound?* (cotton candy with an *S* on it)

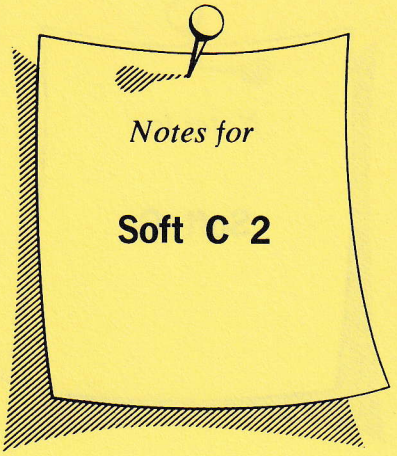
CHATTERBOOK page 114. *Look at the picture clues above the letter* **C** *in the words on this page. Which sound will* **C** *use in these words?* (*C* will be using *S*'s sound) *How can you tell?* (*C*'s characteristic, cotton candy, has *S* on it.) Break the code of the first two words (in which *C* is in the initial position). *C* appears in other parts of the words on the rest of the page. Be sure children know that it doesn't matter in what part of the word *C* appears. If he is in front of *E* or *I*, *C* must use *S*'s sound.

Demonstrate the decoding of *nice* on the board as children decode in their books. *To whom does the word belong? (I) Put* **I** *in the belonging box. Whose sound starts the word? (N) Put* **N** *in the starting box. Whose sound ends the word?* (*C* using the *S* sound) *Put* **C** *in the ending box. Where do we put the* **E**? (Outside the ending box. *E* gives up her sound.) *Let's mark the word. What sign do we put over the* **I**? (long sign) *Why?* (silent *E*) *What does* **C** *say in this word?* (He uses *S*'s sound, because he is before *E*, who is one of *K*'s vowels.) *Clue boxes sound off! Read the word.* Proceed as above for the remaining words on the page. Explain to the children that in the words *fence* and *dance*, the first vowel has double protection, so *E*'s influence is not felt, and the vowel is short. *C* uses the *S* sound because he appears before *E*.

HOMEWORK OR FOLLOW-UP: *Dramatize and illustrate the story of how* **C** *got another sound. Find words in which* **C** *is in front of one of* **K**'*s girls. Paste them in notebooks and try to decode them.*

SUMMARY

Elicit the following conclusions: Mr. C may stand in front of *K*'s girls, Miss E and Miss I, but he must use Mr. S's sound. Some words in which Mr. C uses Mr. S's sound are *cent, city, nice* and *space*.



OBJECTIVES

General

- Spelling, from dictation, words with soft *C*.
- Introducing the concept that *C* is soft before *Y*.
- Testing and evaluating all skills related to soft *C*.

Specific

- Spell words in which *C* uses *S*'s sound.
- Learn about *C*'s sound before *Y*.
- Make sure of soft *C*.

MATERIALS

Story Picture 21, Poetry Pages 277-278 , chalkboards, Duplicating Master 38.

MOTIVATION

Display Story Picture 21. Children may take turns retelling the story of "How C Got Another Sound," referring to the Story Picture.

DEVELOPMENT

Read Poetry Pages 277-278 , encouraging the children to join in as you reread.

CHALKBOARD PRACTICE: *The words today will all have* **C** *using the* **s** *sound. The first word is* **rice**. *The clue is that* **E** *gives up her sound at the end of the word. Put the silent* **E** *where it belongs. To whom does the word belong? (I) Fill the belonging box. Who starts the word? (R) Fill the starting box.* Repeat the word *rice. Remember, there's no* **S** *in the word. Who uses* **S**'*s sound? (C) Fill the ending box. Mark the word. Spell the word aloud.* Dictate any words from *Chatterbook* page 114. NOTE: In the words *force, peace* and *fleece,* the silent *E* does not affect the vowel sound. It is there for *C,* so that *C* can have the soft sound.

QUICK CHECK: *Name some words in which* **C** *uses* **S**'*s sound. (rice, space, cent) What sound does* **C** *use before* **Y**? *(S) Why?* (Because *Y* is there in place of *E* and *I*.)

Write the word *fancy* on the board. *To whom does the word belong?* (Miss A) *Who is at the end of the word?* (Mr. Y) *Whose sound will* **Y** *make?* (*Y* will make Miss E's long sound.) *Which letter stands before* **Y**? *(C)* A volunteer may put the *A* in the belonging box, the *Y* in the three-sided vowel box, the *F* in the starting box, and the *NC* in the ending squoosh box. *Mark the word. Sound off!*

HOMEWORK OR FOLLOW-UP: *Find at least one each of words that have* **CI, CE,** *and* **CY** *and paste them in your notebook.*

SUMMARY

Elicit the following conclusions: *C* uses *S*'s sound before *E, I* and *Y*. We can spell words (such as *cent* and *nice*) in which *C* uses *S*'s sound.

TEST

Use Duplicating Master 38. Instructions for each exercise are as follows:

1. Circle the letter who let *C* borrow his sound.
2. Circle the characteristic that shows *C*'s other sound.
3. Underline the words in which *C* uses his borrowed sound.
4. Underline the words in which *C* uses his own sound.

Notes for

Soft G

OBJECTIVES

General

- Introduction of the soft *G* sound.
- Reading words with the soft *G* sound.
- Spelling, from dictation, words in which *G* is soft.
- Testing and evaluating all skills related to soft *G*.

Specific

- Listen to the story of how *G* gets to use *J*'s sound.
- Break the code for words in which *G* uses *J*'s sound.
- Spell words in which *G* uses the *J* sound.
- Make sure of soft *G*.

NOTE: Since we are at this point confined to one-syllable words, we are concentrating on the soft *G* sound before silent *E* as most instances fall into this category. We are, however, setting the stage for decoding words such as *giant, gentle, general, midget* and *paging* by establishing the principle that *G* will *sometimes* use the sound before *E* and *I*. Although few one-syllable words have *Y* placed by a *G* as in the word *gym,* we are preparing for later decoding of words such as *stingy*.

MATERIALS

"How G Got Another Sound" (*Guide* p. 291), *Chatterbook* page 115, Story Picture 22, Poetry Page 278, chalkboards, Duplicating Master 39.

MOTIVATION

Copy cat is written on the blackboard as two separate words.

DEVELOPMENT

Children may read the words on the board. Discuss the meaning of the word *copycat* with the children. Volunteers may give examples from their own experiences. *Some of the letters have nicknames. One of the consonants has been nicknamed Copycat. He wants to copy Mr. C. Since Mr. C got to use Mr. S's sound which sounds like his name,* ***G*** *would also like a chance to use a sound that goes with his name.*

Read Part I of "How G Got Another Sound" (*Guide* p. 291) to the children.

What reason does Mr. G give for needing another sound? (He says that his name and sound don't fit.) *Elicit from the children that Mr. S let* ***C*** *borrow his sound because* ***C****'s name seems to fit with* ***S****'s sound.* Ask the children to say *G* aloud all together. *Whose sound seems to fit with* ***G****'s name?* Allow children to discuss and speculate. Read the rest of the story.

QUICK CHECK: *Whose sound did* ***G*** *have in mind?* (Mr. J's) *Will Mr. J let* ***G*** *borrow his sound?* (yes) *Remember, Mr. G is a copycat. He is copying Mr. C. When does Mr. C use S's sound?* (in front of *E, I* and *Y*) *Will Mr. G always use J's sound in front of* ***E, I*** *and* ***Y****?* (no, sometimes) *How will we know?* (We have to try both ways.) *When will he always use J's sound?* (in front of silent *E*)

Write the words *gin* and *gill* on the board. Call on volunteers to decode and mark the words. Elicit the statement that both words start with *G* and are followed by short *I*. *How will we know whether* ***G*** *is using J's sound or his own?* (We'll have

to try it either way.) Call on several children to try both words using the two sounds for *G*. Elicit the observation that in *gin*, *G* uses Mr. J's sound and in *gill*, *G* uses his own. Repeat the procedure with *gem* and *get*. (Tell the class that *jet* is spelled with *J*, and that *get* has Mr. G's own sound.)

Write the word *page* on the blackboard. A volunteer may break the code. *To whom does the word belong? (A) Where does* **E** *go?* (Outside the ending box.) *Which letter goes in the starting box? (P) Which letter goes in the ending box? (G) Mark the word.* (Long sign over *A*, broken slanted line through *E*.) *Before which letter does* **G** *stand?* (silent *E*) *What will* **G** *say?* (*G* uses *J*'s sound before silent *E*.) *What shall we put over* **G** *to remember his use of* ***J****'s sound?* The characteristic used in the *Chatterbook* is *G*'s gum with the letter *J* written over it.

CHATTERBOOK page 115. Elicit the observation that *G* stands before silent *E* in every word; therefore the special characteristic is drawn over the *G*. Note also that the last four words *(ridge, badge, fudge, edge)* have an ending squoosh box, combining the *D* and the soft *G* sound.

Display Story Picture 22 and discuss it with the children. Let the children retell "How G Got Another Sound." *What vowels do you see in the picture?* (*E* and *I*) *What other letter is there?* (*Y*) *What do you think Mr. Y is doing there?* (Mr. Y works for *E* and *I*.) *What sound do you think* **G** *will use before* **Y***?* (When Mr. G stands before *Y*, he may use *J*'s sound.) Demonstrate by decoding the word *gym*.

Read Poetry Page 278 . Using the poetry text for a script, dramatize the story, "How G Got Another Sound."

CHALKBOARD PRACTICE: *Draw three clue boxes. The first word is* **rage.** *To whom does the word belong?* (*A*) *What does* **A** *say?* (the long sound) *Fill the belonging box. The first clue is that* **A** *is long because silent* **E** *is at the end of the word. Put the* **E** *outside the ending box. Which letter starts the word?* (*R*) *Fill the starting box. Which box is still empty?* (The ending clue box.) *Which sound is the ending sound?* (*j* sound) *Which letter makes the* **J** *sound before silent* **E***?* (The sound is made by *G*.) *Which letter goes in the ending clue box?* (*G*) *Mark the word. Read the word. Write the word without clue boxes. Everyone spell the word aloud.* A volunteer may write the word on the board and use it in a sentence. Proceed as above for any of the words on *Chatterbook* page 115.

HOMEWORK OR FOLLOW-UP: *Mark and illustrate the following sentences:*

1. *Fudge makes a smudge on my face.*
2. *The bird was on the edge of the ladder.*
3. *A stage is a nice place to act.*

SUMMARY

Elicit the following: *G* always uses *J's* sound before silent *E* (as in *rage, large* and *urge*). *G* sometimes uses *J*'s sound before *E* and *I (gem, gin),* and before *Y (gym).*

TEST

Use Duplicating Master 39. Instructions for each exercise are as follows:

1. Circle the letter from whom *G* borrowed a sound.
2. Circle *G*'s characteristic when he uses another sound.
3. Underline the words in which *G* uses his borrowed sound.
4. Underline the words in which *G* uses his own sound.

Notes for

OU, OW$_1$

OBJECTIVES

General

- Introduction of a special vowel sound for *OU*.
- Auditory recognition of words having the *ou* sound, as in *out*.
- Decoding words with the *ou* sound.

Specific

- Listen to a story about *O* and *U*.
- Hear words in which *O* and *U* stand side by side.
- Break the code of words in which *O* and *U* stand side by side.

MATERIALS

Story Picture 23, Chatter Album, replica of Mr. W, *Chatterbook* page 116A.

MOTIVATION

Story Picture 23 is on display.

DEVELOPMENT

Discuss the Story Picture with children. Discussion questions: *What is Little Miss U doing?* (hitting *O* on the head) *Why do you think she is hitting Little Miss O? If somebody hit you over the head with an umbrella, what would you say?* (Elicit "Ou!") *Poor Little Miss O! That umbrella hurt her so. She keeps saying, "ou, ou, ou." Let's find out why Little Miss U keeps making her say, "ou, ou, ou."* Play side B, band 9 *(OU)* of the record. Stop after the first exercise in which Miss O and Miss A repeat the *ou* words *(out, found, house, proud).*

QUICK CHECK: *Why did Little Miss U keep hitting Little Miss O with her umbrella?* (Miss O wouldn't say her long, strong sound.) *What excuse did she give?* (Little Miss U's umbrella was so high that it blocked her sound.) *What did Little Miss O say when Miss U hit her?* (Ou!) *What special sound was decided for* ***O*** *and* ***U****? (ou)*

CHATTERBOOK page 116A. *Look at the belonging boxes. Why do you think the belonging boxes are divided?* (Two letters go into them.) *Look at the words on the top part of the page. To whom will all these words belong? (OU)* Write the word *loud* on the board. Draw the appropriate clue boxes and demonstrate as children decode in *Chatterbooks*. A volunteer may divide the belonging clue box on the board by drawing a vertical line down the middle. Remind children that *O* and *U* side by side make a special vowel sound. *Does the word belong to just* ***O****?* (No! It belongs to *O* and *U*. Together they say *ou*.) *Put* ***O*** *in the first part of the belonging box. Put* ***U*** *in the second part of the belonging box. Who starts the word? (L) Fill the starting box. Who ends the word? (D) Fill the ending box. Clue boxes sound off! Don't break the word. Connect all the sounds when you read the word.*

Write the word *house* on the board. *To whom does this word belong?* (*O* and *U*) ***O*** *and* ***U*** *together say* ***ou.*** *Which letter is at the end of the word?* (silent *E*) *Can silent* ***E*** *change a special vowel sound?* (no)

HOMEWORK OR FOLLOW-UP: *Collect words in which* ***O*** *and* ***U*** *are side by side and say* ***ou.***

SUMMARY

Elicit the following generalizations: *O* and *U*, side by side, make the special vowel sound *ou*. Some words having the special vowel sound are *house, loud, out.*

Notes for

OU, OW2

OBJECTIVES

General

- Reviewing the *ou* sound made by *O* and *U*.
- Introduction of words in which *O* and *W* make the *ou* sound, as in *cow*.
- Decoding words in which *O* and *W* make the *ou* sound.
- Spelling, from dictation, words in which the *ou* sound is spelled either *OU* or *OW*.

Specific

- Listen to more of the story about the *ou* sound.
- Listen to words in which *O* and *W* make the *ou* sound.
- Break the code for words in which *O* and *W* make the *ou* sound.
- Spell words in which *O* and *W*, and *O* and *U* make the *ou* sound.

MATERIALS

Puppets (A paper with *U* is pinned to Chatter and one with an *H* is pinned to Chitter); Poetry Page 278; Chatter Album, side B, band 9; *Chatterbook* page 116B; chalkboards.

MOTIVATION

Use Chatter to speak for Little Miss U: *"Oh dear, I am so tired. Now that Miss O makes a new vowel sound with me, she makes me work so hard I have no rest at all. All she wants to say is* **ou, ou.** *Mr. H will tell you again how it happened."*

Read the first 12 lines of *"OU* and *OW"* on Poetry Page 278 for Mr. H's script.

Miss U: *I am angry at Mr. W. He is the one who made me agree to saying* **ou** *with Little Miss O. Just wait until I see him!*

Play side A, band 9 of the record, from the beginning through part 2, ending with the exercise words, *owl, down, crowd, brown.*

QUICK CHECK: *How will Mr. W help poor, tired Little Miss U?* (He will take her place in the *ou* sound if she is too tired.) *How does this make Little Miss U very happy?* (She won't have to work so hard.) *How did it make Little Miss O happy?* (Now she can start two *ou* sounds, *OU* and *OW*). *What were some of the words we heard in which* **O** *and* **W** *stood side by side and made the* **ou** *sound? (owl, down, crowd, brown)*

CHATTERBOOK page 116B, words 4–6. Write the word *cow* on the board. Draw the appropriate clue boxes, and demonstrate the decoding as the children work in their *Chatterbooks. What kind of belonging boxes are there?* (divided) A volunteer may divide the belonging box on the board. *To whom does it belong?* (*O* and *W*) *Whose place is* **W** *taking?* (*W* is there for *U*.) *Put* **O** *in the first part of the belonging box, and* **W** *in the second part. Which letter starts the word?* (*C*) *Put* **C** *in the starting box. Clue boxes sound off! Read the word.* Proceed as above for the words in part B, allowing children who are able to work independently.

QUICK CHECK: *How does Mr. W help Little Miss U?* (He takes her place in the *ou* sound.) *What are some of the words we can read in which* **O** *and* **W** *say the* **ou** *sound? (cow, owl, town)*

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All the words will have the* **ou** *sound. What will you need to know as an extra clue?* (who makes the *ou* sound with Little Miss O) *Draw three clue boxes, and divide the belonging box. The first word is* **town.** *The first clue is that* **W** *is working for* **U** *in the word. Decide to whom the word* **town** *belongs. Who is making the* **ou** *sound? (OW) Put* **O** *in the first part of the belonging box, and* **W** *in the second part. Listen again:* **town.** *What letter starts the word? (T) Fill the starting clue box.* Repeat the word *town. Fill the ending box. Clue boxes sound off! Read the word. Write the word without clue boxes. Everyone spell the word together aloud.* A volunteer may write the word on the board, and give a sentence using it. Follow the same procedure for any of the *OU* and *OW* words that have been decoded thus far on *Chatterbook* page 116. In each case, the children must be told which letter makes the *ou* sound with *O*. In the word *house,* remind the children that *E* is silent at the end, but the vowel sound remains unchanged.

Read lines 11–20 of Poetry Page 278 to the children and encourage them to join in.

HOMEWORK OR FOLLOW-UP: *Collect words from printed material in which* **OW** *makes the* **ou** *sound. Copy the following sentences into notebooks, read and illustrate them:*

1. *Hear the grouch shout, "Ouch, ouch!"*
2. *Did you see the mouse frown?*
3. *The brown cow sat down on the ground.*
4. *I found a gown down town.*

SUMMARY

Elicit the following conclusions: *O* and *W* make the same special vowel sound as *O* and *U*. They say *ou*. We can read and spell words having this special sound, such as *town, house* and *out.*

Notes for

OU, OW3

OBJECTIVES

General

- Reviewing the *ou* sound as made by *OU* and *OW*.
- Introduction of *OW* as the long *O* sound.
- Reading sentences for meaning.
- Spelling, from dictation, words in which *OW* says $\bar{o}$.
- Testing and evaluating all skills related to *OU* and *OW*.

Specific

- Hear the whole story of the *ou* sound.
- Read about *O* and *U*.
- Spell words in which *OW* says $\bar{o}$.
- Make sure of *OU* and *OW*.

MATERIALS

Puppet stage and puppets, replicas of Mr. W and Mr. H, Chatter Album, Poetry Page 278, *Chatterbook* pages 116C and 117, chalkboards, "Ou! That Hurts" (*Guide* p. 292), Duplicating Master 40.

MOTIVATION

Puppet stage and puppets are on display.

DEVELOPMENT

Using the puppets and letter replicas, encourage the children to tell the story about *OU* and *OW* in their own words. The children should emphasize that *O* and *U* say *ou, O* and *W* say *ou,* and that Miss O is very happy about this arrangement because she can be in two *ou* sounds. *Miss O loves to make different sounds. Listen to what she wants to do now.* Play side B, band 9 *(OU)* of the record from beginning to end.

QUICK CHECK: *What did Miss O want of Mr. W?* (She wanted to make a special sound for *O* and *W*.) *What sound did she want to make? ($\bar{o}$)*

Read Poetry Page 278 (OU-OW in its entirety). Encourage children to join in.

Write the word *blow* on the board. Call a volunteer to draw the appropriate clue boxes. *What letters start the word? (BL) What kind of starting box do we need?* (squoosh) *To whom does the word belong? (OW) What kind of belonging box do we need?* (divided) *There is no ending box. Read the word. Try the* **ou** *sound first, and if it does not make sense, try the* **ō** *sound.* Let children decide which is the correct pronunciation. *($\bar{o}$)*

CHATTERBOOK page 116C. *Look at all the clue boxes. What do you see?* (Every belonging box is divided.) *What does that tell us?* (Two letters stand in the belonging box.) *Look at the first word (grow). To whom does it belong?* (*O* and *W*) *Put* **O** *and* **W** *in the belonging box. What letters start the word?* (*G* and *R*) *Put* **GR** *in the starting squoosh box. Now let's mark the word. What can we put over the belonging box?* (Elicit the suggestion that an *O* with the long sign can be put over the belonging box.) Each time before clue boxes sound off, the children should try to use the *ou* sound; and when the word makes no sense, they should try the $\bar{o}$ sound. Proceed as above for the words on the remainder of the page. Children who are able may proceed independently.

QUICK CHECK: *What two sounds can* **O** *and* **W** *make?* (*ou* and $\bar{o}$) *How can you know which sound for* **O** *and* **W** *is used?* (Try and see.)

NOTE: This is a good place to stop if the class is restless.

CHATTERBOOK page 117. Discuss the illustrations with the children and read the sentences below them. (Complete procedure is on *Guide* p. xvi.) Encourage other suggestions for captions that would be suitable.

CHALKBOARD PRACTICE: *In this lesson, all the words have the long* **O** *sound, and the belonging box is divided. Does that tell you how the long* **O** *sound is being made?* (It must be made by *O* and *W,* because the word belongs to two letters that make the long *O* sound.) Dictate the words from *Chatterbook* page 116C. In addition, the following words may be used: *low, glow, flow, crow, mow.*

HOMEWORK OR FOLLOW-UP: *Collect words that have* **OW** *in them, and decide whether* **OW** *says* **ou** *or* $\bar{o}$. Play "Guess What We Say." One child writes a word having *OW* in it on the board, and another child tries to guess what sound *OW* is making.

SUMMARY

Elicit the following conclusions: *O* and *W* make the sound of *ou,* as well as the long *O* sound. We can read and spell words (such as *grow* and *blow*) in which *O* and *W* make the long *O* sound.

ENRICHMENT

Read the story "Ou! That Hurts," (*Guide* p. 292) which is based on the *OU* story in the Chatter Album. As you read, allow children to supply parts of the story they recall.

TEST

Use Duplicating Master 40. Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the *ou* sound.
2. Draw a circle around the letters that also sometimes make the *ou* sound.
3. Decode the words in the clue boxes next to them.
4. Draw clue boxes and decode the words.
5. Draw a line under the words in which *O* and *W* make the long *O* sound.

Notes for

OI, OY 1

OBJECTIVES

General

- Introduction of the *oi* sound.
- Auditory recognition of the *oi* sound.
- Decoding words which have the *oi* sound.

Specific

- Find out how the special vowel sound for *O* and *I* was chosen.
- Listen to words that have the *oi* sound.
- Break the code for words that have the *oi* sound.

MATERIALS

Replica of Little Miss O, cellophane tape, Chatter Album, *Chatterbook* page 118, "Little Miss O Does It Again" (*Guide* p. 293).

MOTIVATION

Adhere the replica of Little Miss O to the board. Write the sentence "I need more sounds." above it.

DEVELOPMENT

Choose a volunteer to read the sentence on the board. *What are all the sounds that Miss O can say?* (The short sound, *ŏ;* the long sound, *ō;* the *or* sound with *R;* the *ou* sound with *U;* and the *ou* sound with *W.*) Write all the sounds on the board. *How many children think Miss O really needs more sounds? Miss O is just being obstinate again. She has a lot of sounds. Let's listen to the story and see if Miss O gets more sounds.* Play side B, band 10 *(OI)* of the record. Repeat some of the practice words to be sure children make the *oi* sound correctly *(soil, coin, join, boy).*

QUICK CHECK: *How did Miss O convince Little Miss I to make a special vowel sound?* (to please Mr. Y) *From what word was the special vowel sound for* **O** *and* **I** *taken? (boy) Why was the word* **boy** *picked?* (Mr. Y is a boy.) *When Miss I is too itchy, who takes her place?* (Mr. Y)

Write the word *soil* on the board and draw the appropriate clue boxes. Choose a volunteer to divide the belonging box on the board and write *O* and *I* in it. *What letter starts the word? (S) What letter ends the word? (L) How can we remember the* **oi** *sound?* (boy) Adapt procedure for the word *toy.*

CHATTERBOOK page 118. Break the code for *oi* words. Write the word *boil* on the board and draw the appropriate clue boxes under the word. *Why are all the belonging boxes divided?* (Two letters go into them.) *To whom does the first word belong? (O* and *I) Who starts the word? (B) Who ends the word? (L)* Repeat the procedure for the remaining words on the page. For the words that have *OY,* remind the children that *Y* works for *I.*

Read "Little Miss O Does It Again" (*Guide* p. 293) to the children. Then reread parts of it, encouraging children to supply the parts you have left out.

HOMEWORK OR FOLLOW-UP: *Illustrate the story "Little Miss O Does It Again."*

SUMMARY

Elicit the following observations: *O* and *I* or *Y* make a special *oi* vowel sound.

Notes for

OI, OY 2

OBJECTIVES

General

- Review the *oi* sound.
- Spelling words that have the *oi* sound.
- Reading sentences for meaning.
- Testing and evaluating skills related to *O* and *I*.

Specific

- Tell the story, "Little Miss O Does It Again."
- Spell words having the *oi* sound.
- Read about *O* and *I*.
- Make sure of *O* and *I*.

MATERIALS

Story Picture 24, Poetry Page 278 , chalkboards. *Chatterbook* page 119, Duplicating Master 41.

MOTIVATION

Display Story Picture 24. Read Poetry Page 278 .

DEVELOPMENT

Discuss the illustration. Encourage the children to retell the story "Little Miss O Does It Again." Reread Poetry Page 278 and encourage children to join in.

CHALKBOARD PRACTICE: All words will have the *oi* sound. Tell the children that the *oi* sound will be made by *O* and *I*, unless they are told that *Y* is taking *I*'s place in a word. *What kind of belonging box will we need?* (divided) *Why must we divide the belonging clue box?* (Two letters, *OI* or *OY*, stand in it.) *The first word is* ***join.*** *Who makes the* ***oi*** *sound?* (*O* and *I*) *To whom does the word belong?* (*O* and *I*) *Put* ***O*** *and* ***I*** *in the belonging box. Fill the starting and ending boxes. Clue boxes sound off! Read the word. Now write the word without clue boxes.* A volunteer writes the word on the board as children spell it aloud—first with eyes open, then with eyes closed. Continue the same procedure for any of the words on *Chatterbook* page 118. In words that are spelled with *OY*, be sure to tell the children that *Y* is taking Miss I's place in the *oi* sound. In the word *voice,* the children should be told that there is no *S* in the word, so they may recall that Mr. C borrows *S*'s sound. Then ask them who must stand next to Mr. C so that he is allowed to use *S*'s sound? (*E* or *I*) Elicit that since the vowel is at the end, and silent, it must be *E*. Point out that Little Miss E is there only for Mr. C. Silent Little Miss E usually doesn't interfere with a special vowel sound.

QUICK CHECK: Choose several children at a time to come to the board. Dictate some *oi* words *(soil, point, spoil).* After the words are written, each child may choose one of the words, spell it and use it in a sentence.

CHATTERBOOK page 119. Discuss the illustrations, encouraging children to tell which part of the *OI* story is being depicted. Then ask children to read the accompanying sentences to themselves, and to look up when they think they can read them. The children who still have difficulty may draw clue boxes around words they

can not read. This will facilitate the decoding. When all children are ready, volunteers may read the sentences aloud. Then other suitable captions may be suggested.

HOMEWORK OR FOLLOW-UP: *Copy the following sentences in notebooks and underline all words with the* **oi** *sound. Read and illustrate the sentences.*

1. *The boy found a toy coin in the moist soil.*
2. *The boy will join the voice club.*
3. *Joy points to her choice.*

SUMMARY

Elicit the following conclusions: The *oi* sound can be spelled *OI* or *OY*. We can spell words (such as *voice* and *boil*) with the *oi* sound. We can read sentences that have *oi* words in them.

ENRICHMENT

RHYME TIME: *Think of a word that will complete the rhyme.*

1. *I am a boy*
   I play with a _____.
2. *The pot of hot oil*
   Came to a _____.

TEST

Use Duplicating Master 41. (Be sure children can identify all illustrations.) Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the *oi* sound.
2. Draw a circle around the letters that also sometimes make the *oi* sound.
3. Decode the words in the clue boxes next to them.
4. Draw clue boxes and decode the words.
5. Underline the word that matches the picture.

Notes for

OO$_1$

OBJECTIVES

General

- Introduction of the long *OO* sound.
- Auditory recognition of the long *OO* sound.
- Decoding words having the long *OO* sound.
- Spelling, from dictation, words that have the long *OO* sound.

Specific

- Listen to "Double O."
- Listen to words that have the $\overline{oo}$ sound, as in *pool.*
- Break the code for words that have the $\overline{oo}$ sound, as in *pool.*
- Spell words that have the $\overline{oo}$ sound, as in *pool.*

MATERIALS

Replica of Miss O, cellophane tape, Chatter Album, *Chatterbook* page 120A, chalkboards.

MOTIVATION

Adhere replica of Little Miss O to the board and write many *O*'s all around her.

DEVELOPMENT

Oh, Oh, Miss O wants still more sounds, but the girls are tired of her. They won't make more special sounds with her; but that won't stop obstinate Miss O. I wonder what she'll think of now. Encourage the children to discuss the possibilities. *Let's listen to the record, and find out what Little Miss O is planning.* Play side B, band 11 of the record. Stop after the long *OO* words *(school, boot, food, etc.)* have been named. *Little Miss O did it again. The girls wouldn't make any more special sounds with her. But that didn't stop her. How did she make another special vowel sound?* (She made it with *O* and *O* side by side.)

Write the word *food* on the board. *Let's look at the word.* ***O*** *is the first vowel. There's another* ***O*** *after it. If this were not a special sound, what would the sound be?* (a long *O* sound because the second vowel would be silent) *Miss O decided that* ***O*** *and* ***O*** *should be a special vowel sound. What is the sound?* ($\overline{oo}$)

Let's all say **pool,** *and listen to the* $\overline{oo}$ *sound. Now look at the word* **food** *on the board again. To whom does it belong?* (*O* and *O*) *What do they say?* ($\overline{oo}$) *What letter starts the word?* (*F*) *What letter ends the word?* (*D*) *Now read the word. What were some of the* $\overline{oo}$ *words we heard on the record? (school, boot, food) What word reminds us of the* $\overline{oo}$ *sound?* (*pool*) *What sign could we put over the belonging box that* ***O*** *and* ***O*** *stand in?* Elicit children's suggestions. (They may draw a little pool over the belonging box.)

QUICK CHECK: Read the words below to the class. If children hear the $\overline{oo}$ sound from *pool,* they may raise the purple circle on their *Chatterbooks.* If they hear another sound, they may raise the yellow circle. The words are *spoon, cool, pull, room, cold, tooth.*

CHATTERBOOK page 120A. Break the code for words 1–5. *What can you tell about the belonging boxes?* (They are divided.) *What letters do you think will stand in the belonging boxes?* (*O* and *O*) *What can we draw over the belonging boxes to*

help us remember the $\overline{oo}$ *sound?* (a pool) Write the word *boot* on the board, and decode it as children decode in their *Chatterbooks. Look at the word again. To whom does it belong?* (*O* and *O*) *Put* **O** *and* **O** *in the belonging box. What letter starts the word?* (*B*) *Fill the starting box. What letter ends the word?* (*T*) *Fill the ending box. Mark the word. What will the vowels say?* ($\overline{oo}$) *Clue boxes sound off!* Proceed as above until children can work independently. Remind children that in the word *choose, E* is silent at the end of the word. She gives up her sound for nothing, because she does not change a special vowel sound.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All the words will have the* $\overline{oo}$ *sound that we hear in pool. What kind of belonging box must all the words have?* (Divided, because the word belongs to *O* and *O*. Together, they make the $\overline{oo}$ sound.) Dictate any of the words that were decoded on page 120 of the *Chatterbook*.

HOMEWORK OR FOLLOW-UP: Each child may draw a big pool. He may then put all the words that have the $\overline{oo}$ sound in the pool.

SUMMARY

Elicit the following observations: *O* and *O* make a special vowel sound. They make the $\overline{oo}$ sound we hear in *pool*. We can read and spell words that have the $\overline{oo}$ sound, such as *moon, zoo* and *choose*.

ENRICHMENT

Construct a large, three-dimensional oaktag pool for the class. Children may put in words that they find in printed material, or they may write and cut out their own words. The words should be mounted on index cards. Before children drop a card into the pool, they must say the word and use it in a sentence. Everyone must agree that the word chosen has the $\overline{oo}$ sound from *pool*.

Notes for

OO2

OBJECTIVES

General

- Reviewing the long *OO* sound.
- Introduction of the short *OO* sound.
- Auditory perception of the short *OO* sound.
- Decoding words that have the short *OO* sound.
- Auditory discrimination between short *OO* and other short vowel sounds in words.
- Spelling, from dictation, words that have the short *OO* sound.

Specific

- Dramatize "Double O."
- Listen to the story of how *O* and *O* got the o͝o sound from *look*.
- Listen to words that have the o͝o sound we hear in *look*.
- Break the code for words that have the o͝o sound from *look*.
- Spell words that have the o͝o sound we hear in *look*.

MATERIALS

Story Picture 25, Poetry Page 279, Chatter Album, *Chatterbook* page 120B, chalkboards.

MOTIVATION

Story Picture 25 is displayed.

DEVELOPMENT

Discuss the appearance of Miss O in the pool. (The *O* is reflected in the pool.) Read Poetry Page 279 through line 16. Reread slowly, encouraging children to join with you. Play side B, band 11 of the record. Let children repeat the words at the end several times *(look, hook, cook, squoosh)*. Refer to the Story Picture again. *What is the teacher doing?* (looking in the pool) If the children don't know what binoculars are, explain that you look through them in order to make an object far away seem nearer. Read the Poetry page to the end.

QUICK CHECK: ***O*** *and* ***O*** *say* o͞o, *and now Miss O has another sound for* ***O*** *and* ***O****. What word must we remember for the other sound for* ***O*** *and* ***O****?* (We must *look* and *look* for Miss O in the pool.) *We hear the* o͝o *sound in* **look**. *What are some other words that have the* o͝o *sound we hear in* **look***? (book, took, squoosh)*

CHATTERBOOK page 120B, words 6-10. *Break the code for words that have the* **oo** *sound as in* **look.** *What can we say about the belonging boxes?* (They are all divided.) *What does this tell us?* (Two letters go in the belonging boxes.) *Who will be in the belonging box?* (*O* and *O*) *What will they say? (o͝o) From what word did Miss O get the* o͝o *sound? (look)* Write the first word *(hook)* on the board. A volunteer may draw and divide the belonging box. Demonstrate on the board as children work in their books. *To whom does the word belong?* (*O* and *O*) *Put* ***O*** *and* ***O*** *in the belonging box. What letter starts the word? (H) What letter ends the word? (K) Fill the starting and ending clue boxes. What can we put over the belonging box to* **help** *us remember the* o͝o *sound we hear in* **look***?* Elicit children's suggestions. **Binoculars** (or spectacles) would make it easy to remember: two circles

connected by a line for the nose piece will suffice. *Clue boxes sound off! Read the word.* Repeat this procedure for the remaining words on the page. When all words are decoded, children may use the words in sentences.

NOTE: A beginning squoosh box is indicated for the word *squoosh*. Be sure children realize that the squoosh box is there, not for *qu*, but for *squ*. The word *squoosh* is an excellent word in which the children can hear the *o͝o* sound. If there is any difficulty in hearing the *o͝o* in *look*, children may say the word *squoosh* instead.

QUICK CHECK: *What is the new sound* **O** *and* **O** *make? (o͝o) What word reminds us of this sound? (look)* Read the words below to the children. If they hear the short *o͝o* sound as in look, they raise the purple circle on their *Chatterbooks*. If they hear another sound, they raise the yellow circle. Words: *look, wood, pool, crook, lot, brook, hop, took.*

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All the words will belong to* **O** *and* **O**. *What kind of belonging box will we need?* (divided) *Why?* (Two *O*'s stand in the box.) *Draw three clue boxes, and divide the belonging box.* Dictate any of the words that were decoded on *Chatterbook* page 120.

HOMEWORK OR FOLLOW-UP: Children who have binoculars may bring them to school and look at objects through them. Children may draw and cut out a pair of eyeglasses and tape them to their noses.

Read some of the words from *Chatterbook* page 120 to the children. If they hear the long sound of *O* and *O* as in *pool*, they may make a swimming motion. If they hear the short sound of *O* and *O* as in *look*, the children look through their make-believe eyeglasses.

SUMMARY

Elicit the following observations: *O* and *O* say *o͝o* as in the word *look*. We heard, read, and spelled words with the *o͝o* sound as in *hook, good,* and *foot.*

Notes for

OO3

OBJECTIVES

General

- Reviewing the story of "Double O."
- Auditory discrimination between long and short *oo* sounds.
- Marking the $\overline{oo}$ and $\breve{oo}$ sounds with long and short diacritical marks.
- Reading sentences for meaning.
- Testing and evaluating all skills related to *OO*.

Specific

- Listen to the whole story of "Double O."
- Place the correct sign over *OO*.
- Read words having the $\overline{oo}$ sound or the $\breve{oo}$ sound.
- Read about *O* and *O*.
- Make sure of *OO*.

MATERIALS

"Double O" (*Guide* p. 293), long and short sign cards, *Chatterbook* pages 121 and 122, chalkboards, Duplicating Master 42.

MOTIVATION

Read the story of "Double O" (*Guide* p. 293), letting children supply parts of the story that they recall from the record. Display long and short sign cards. Write on the board *oo* (space) *oo*.

DEVELOPMENT

Little Miss O wants us to mark her special vowel sounds with long and short signs. We know that two ***O****'s together make two sounds. But Little Miss O did not tell us which sound is long and which is short. Let's decide which sound we think should be long and which sound should be short.* Children say the two *OO* sounds aloud. Discuss the sounds and gather suggestions for choosing the long or the short sound sign. Children may repeat the word *pool,* drawing out the vowel sound as long as possible. When they try to draw out the word *look* they will find that it can not be drawn out long. The children should conclude that the $\overline{oo}$ in *pool* takes longer to say than the $\breve{oo}$ in *look*. Choose children to repeat the two sounds, showing that $\overline{oo}$ takes longer to say. *When we see a word that has* ***O*** *and* ***O*** *side by side, how will we know what* ***O*** *and* ***O*** *are saying?* (Miss O said to try one of the sounds first; if that makes no sense, then try the other sound.)

Write the words below, scattered over the blackboard: *cool, spoon, zoo, book, hook, wood, booth, shoot, brook, spool, tooth, foot, gloom.* Place the long and short signs where the children can see them. Instruct the children to break the code of any word on the board. First they should try the long $\overline{oo}$ as in *pool.* If that makes no sense, then they should try the short $\breve{oo}$ sound as in *look*. When a child has decided whether the sound in a word is long or short he may raise his hand, pick the sign needed, then draw that sign over the *OO* in the word he picked. Continue this procedure until all the words on the board have been marked. Volunteers may then take turns circling a word and using it in a sentence.

QUICK CHECK: Read the words below. If the *OO* sound is long, children raise the purple circle of their *Chatterbooks;* if it is short they raise the yellow circle. Words: *squoosh, pool, hood, took, mood.*

CHATTERBOOK page 121. *All the words belong to* **O** *and* **O**. *Some are long and some are short. Look at the first word (cool). To whom does it belong? (OO) Fill all the clue boxes. Instead of drawing a pool or eyeglasses, put a long or short sign over the belonging box. Before we mark the belonging box we must decide which* **OO** *sound it will say. Which* **OO** *sound shall we try first?* (long) *If that makes no sense, which* **OO** *sound shall we try?* (short) *The word* **cool** *has a long sign over it.* Help the children with all the words on this page, making sure they try both sounds before marking the word.

CHATTERBOOK page 122. Discuss the illustrations. Children should read the sentences to themselves and then aloud. (Complete procedure is on *Guide* p. xvi.)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All words will have either the long* **OO** *sound from* **pool** *or the short* **OO** *sound from* **look**. *Remember, the sound is the clue. In each word you will have to put the short or long sound sign over the belonging box.* Dictate any of the words from *Chatterbook* pages 120 and 121.

HOMEWORK OR FOLLOW-UP: *Collect words that have* **OO** *in them. Mark the* **OO** *with the right sign. Copy the following sentences into notebooks. Then mark the words and illustrate the sentences:*

1. *The cook shook his spoon at the snoopy cat.*
2. *Paint the wood and make it look good.*
3. *Will all food taste good when it is cool?*
4. *Zoom! Boom! It ran out of the room.*

SUMMARY

Elicit the following conclusions: There are long and short *OO* sounds. Words such as *cool* have the long *OO* sound. Words such as *book* have the short *OO* sound. We can read sentences having words spelled with *OO*.

ENRICHMENT

Complete the rhyme:

It was too cool
To swim in the _____.

He will see the book
If he will just _____.

TEST

Use Duplicating Master 42. (Be sure the children can identify all the illustrations.) Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the $\overline{oo}$ sound.
2. Draw a circle around the letters that make the $\breve{oo}$ sound.
3. Check the picture from which the long *OO* sound comes.
4. Decode the words and mark the long and short vowel sounds.
5. Draw clue boxes and decode the words.
6. Write the word that describes the picture.

Notes for

AU, AW 1

OBJECTIVES

General

- Introduction of the sound for *AU*.
- Associating the *au* sound with *awful*.
- Auditory recognition of the *au* sound in words.
- Decoding words that have the *au* sound.

Specific

- Find out how the *au* sound came to be.
- Say words with the *au* sound.
- Break the code for words that have the *au* sound.

NOTE: The *au-aw* sound is often confused with the sound for *or* in words. It is important that children hear the difference.

MATERIALS

Chatter Album, *Chatterbook* page 123, Story Picture 26, Poetry Page 279, puppets, replica of Mr. W.

MOTIVATION

Write the word *ă'choo* many times all over the board.

DEVELOPMENT

Who do you think is doing all this sneezing? (Miss A) *She must feel awful. Something must be wrong with Little Miss A. Let's listen and find out.* Play side B, band 12 of the record *(AU-AW).*

QUICK CHECK: *How did Miss A feel?* (awful) *Who tried to help?* (Mr. L, Mr. C, Mr. D, Mr. G and other Letter People.) *Were they able to help?* (no) *Why not?* (Miss A felt too awful.) *Which Letter Person finally helped?* (Miss U) *What did she do?* (She let Miss A sit under her umbrella.) *What did Miss U decide about A and U?* (They would make a special sound.) *What sound will A and U make? (au) From what word does the sound come? (awful) Which letter will sometimes take U's place in the au sound? (W) How has Mr. W helped Little Miss U before?* (He has taken her place in the *ou* sound when she was tired.)

NOTE: If there is confusion about which vowel in the belonging box is interchangeable, explain that only the vowel in the second part of the belonging box can be exchanged. It is always the first vowel for whom the special sound is made, and so she must always be in that sound. For instance, in *oi-oy,* Miss O wanted the *oy* sound. Miss I agreed to be part. When Miss I is tired, *Y* takes her place, but *O* is always in the *oy* sound. Similarly, Miss O wanted the *ou* sound and Miss U agreed to work with her; thus when Miss U is tired, Mr. W takes her place; but again, *O* must always be in the *ou* sound. In the *au* sound, the same thing holds true. *A* must be in the sound, but *W* may take *U*'s place.

Write the word *haul* on the board. Draw three clue boxes. *To whom does the word belong? (A* and *U) What sound do they make?* (Together they make a special vowel sound: *au.*) *What word reminds us of the au sound? (awful) Since the word belongs to both A and U, what kind of clue box will they stand in?* (a divided

belonging box) Volunteers may divide the belonging box on the board and put *A* and *U* in the divided box. Repeat *haul. What letter starts the word? (H) Fill the starting box. What letter ends the word? (L) Fill the ending box.* Gather suggestions as to what can be put over the belonging box to help remember what *A* and *U* say. Allow children to decide for themselves what will help them remember. Proceed as above to decode the word *crawl,* showing the children that *W* takes *U*'s place in the belonging box.

CHATTERBOOK page 123. Decode the words with the children, following the above procedure. Remind the children that in the word *sauce,* even though *E* is silent, it does not change a special vowel sound. *E* is there for *C,* so that *C* can use *S*'s sound.

Display Story Picture 26 and discuss the illustration with the children. Read Poetry Page 279. Reread, and encourage children to join in.

PUPPET THEATER: The cast will include Chitter (Little Miss A), Chatter (Little Miss U), Mr. W replica, student director, announcer. The script may be taken from the Poetry Page or it may be extemporaneous.

HOMEWORK OR FOLLOW-UP: *Collect words having the* **au** *sound and try to decode them. Illustrate the story. Write or tell an original story of how the* **au** *sound came to be.*

SUMMARY

Elicit the following observations: *A* and *U* make the sound of *au.* If *U* is tired, *W* takes her place. We remember the words *autumn* and *awful* to recall the *au* sound. Some of the words having the *au* sound are *raw, sauce, hawk* and *haunt.*

ENRICHMENT

Children who have been taught the silent *gh* (p. 190 ENRICHMENT) can now apply this lesson in words such as *taught* and *caught.*

Notes for

AU, AW 2

OBJECTIVES

General

- Spelling, from dictation, words that have *AU* or *AW*.
- Reading sentences for meaning.
- Testing and evaluating all skills related to *AU*.

Specific

- Spell words that have the *au* sound.
- Read about *A* and *U*.
- Make sure of *AU*.

MATERIALS

Replicas of *A, U, W;* "Miss A's Awful Day" (*Guide* p. 294); chalkboards; *Chatterbook* page 124; Duplicating Master 43.

MOTIVATION

Mount replicas of *A, U,* and *W*. Draw an umbrella over *A* and *U*.

DEVELOPMENT

Read "Miss A's Awful Day" (*Guide* p. 294). Give each child a turn to tell a part of the story that he remembers from the record.

CHALKBOARD PRACTICE: *All the words today will have the* **au** *sound. It will be spelled* **AU** *unless you are told that* **W** *takes* **U***'s place in the divided belonging box next to* **A***. Draw three clue boxes. Divide the belonging box. The first word* is ***fault***. Stress the *au* sound. *To whom does the word belong?* (*A* and *U*) *Put* **A** *in the first part of the belonging box, and* **U** *in the second part. Now fill the starting box. What kind of box is needed for the last sound in the word* ***fault?*** (ending squoosh box) *Write the word without clue boxes and spell it aloud.* Proceed as above for any of the words that have been decoded on page 123 of the *Chatterbook*.

QUICK CHECK: Read the words below. When children hear the *au* sound, they may raise the purple circle of their *Chatterbook*. If the word read does not have the *au* sound, they raise the yellow circle. Words: *saw, hard, hawk, mock, crawl, corn.*

CHATTERBOOK page 124. Discuss the illustrations with the children, and let them read the sentences, silently and then aloud. (Complete procedure is on *Guide* p. xvi.)

SUMMARY

Elicit the following conclusions: *AU* and *AW* make the *au* sound as in *awful*. We can spell words that have the *au* sound, such as *haunt, fault, saw* and *yawn.*

TEST

Use Duplicating Master 43. Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the *au* sound.
2. Draw a circle around the letters that also sometimes make the *au* sound.
3. Decode the words in the clue boxes next to them.
4. Draw clue boxes and decode the words.
5. Underline the word that matches the picture.

Notes for

Words in Parts

OBJECTIVES

General

- Reviewing one-syllable words with long and short vowels.
- Introduction of the concept of breaking words into syllables.
- Understanding that the number of syllables a word has depends on the number of vowel sounds in the word.

Specific

- Learn about breaking words into parts.
- See words of one part.
- Review the reasons for vowels to use their short or long sounds.
- Put a word of one part in a ring box.

MATERIALS

Replica of Mr. H, cellophane tape, Poetry Page 279, *Chatterbook* page 125.

MOTIVATION

Draw a puddle on the board. Adhere the replica of Mr. H to the board, so that he seems to be standing in the puddle.

DEVELOPMENT

What do you think caused the puddle? (The children should recall how puddles were formed by the crying vowels.) *The vowels are upset again. It seems the word machine is allowing great big words to pass through. Some words have one vowel. Some words have two vowels. Some words have three and four vowels. Can you see any reason for the vowels to be upset?* (They're not sure what sounds to use. They're not sure to whom the word belongs.)

Let's listen as Mr. H talks to the girls, and find out exactly what's wrong. Read Poetry Pages 279-280 through line 36.

NOTE: Everything read to this point is actually a review of previous learnings. As word examples are given (lines 24, 26, 28, 32, 36), write them on the board in separate groups (*e.g.,* protected short-vowel words; words that end in silent *E,* adjacent vowel words, words that have special vowel sounds). Stop to explain only if children seem to require more information.

What other words can you think of that are like **cat, bud** *and* **ten***—words that have one short vowel protected by a consonant? (dog, at, slip, top, left)* As children suggest words, add them to the appropriate list on the board. *How many vowel sounds do you hear in each of these words?* (one)

What are some other words like **bike** *and* **game** *that end in silent* **E** *and have a long vowel sound? (blame, late, bite, cute) How many vowels are in these words?* (two) *How many vowels speak?* (one)

What are some other words like **boat, boil, beat** *and* **leak** *in which there are two vowels together, and the first says its name? (meat, heat, goat, load) How many vowels speak?* (one)

What are some other words that have a special sound made by two letters as in **saw***? (claw, cause)* **boil***? (boy, soil)* **pool***? (mood, cool)* **bird***? (her, fur, sir)* **cord***? (for)* **bare***? (rare, ware)* **tart***? (bar, star) How many vowel sounds are there in each word?* (one)

Point to all the words that have been written on the board, and let children read them in unison. Then point to one word at a time; for each, ask how many vowel sounds are heard. (Only one vowel sound is heard in each of these words; the other vowels are silent.)

Read lines 37–42. Explain that since all the words on the board have just one vowel sound, they are words of one part. *It doesn't matter how many vowels are in the word. It matters only how many vowels speak. That's the way you can tell how many parts the word has.* Volunteers may draw rings around all the words on the board.

Draw three clue boxes. Write the word *speak* in the appropriate clue boxes, placing the silent *A* outside the belonging box. Then put a big ring around all three boxes to show that this word has one part.

QUICK CHECK: *How do we decide how many parts a word has?* (by how many vowels speak) *What are some words that have only one part? (speak, star, dog) What kind of clue box do we use for each part of a word?* (a ring) *What is within each ring?* (all the clue boxes necessary to decode the part of the word)

CHATTERBOOK page 125. *The code is broken for some words that have only one part. Look at one word at a time, and tell why these words have only one part.* (Only one vowel sound is heard.)

Look at the fifth word (bake). There is a ring around the clue boxes. One ring means the word has only one part. What is in the ring? (We see a starting clue box, a belonging clue box, an ending clue box and a space for *silent E.*) *We will fill the clue boxes exactly as we always have. All the ring tells us is that the word has only one part. Why will the word have only one part?* (One vowel sound is heard.)

Decode and mark the word *bake* on the board. Draw a great big exaggerated ring around the whole word. For each of the words to be decoded, the children should decide how many vowel sounds are heard. Stress the fact that the number of vowels in the word does not decide how many parts the word will have. The parts a word has will be decided by the number of vowel sounds. In words such as *please* and *crease,* point out that there are three vowels, but only one vowel sound is heard. Therefore, the word has only one part. In words such as *bounce,* the children may say that since *O* and *U* say the *ou* sound, two vowels are speaking. Remind them that *O* and *U* agreed to make one sound; therefore, there is only one part to the word.

HOMEWORK OR FOLLOW-UP: *Collect words of one part. Give reasons for each decision.*

SUMMARY

Elicit the following generalizations: Words may be broken into parts. Each part of a word has one vowel sound.

Notes for

Words in Two Parts 1

OBJECTIVES

General

- Introducing words of two syllables.
- Reading words of two syllables.
- Spelling, from dictation, words of two syllables.

Specific

- Learn about words of two parts.
- Break the code for words with two parts.
- Write and spell words of two parts.

NOTE: In polysyllabic words it becomes increasingly difficult to make generalizations that stick. This does not seem to trouble children, as they are delighted with long words. The main purpose of introducing polysyllabic words at this stage is to instill confidence in the child attacking words so he will have the courage to experiment with the great variations in sounds that prevail in polysyllabic words. If a part of the word does not follow the learned generalization, the child should treat it as a run-away part.

MATERIALS

Puppets, Poetry Page 280, *Chatterbook* page 126, chalkboards.

MOTIVATION

Chitter and Chatter are chatting.

DEVELOPMENT

Puppet conversation:

Chitter: Mr. H will surely need a wig. He has less hair every day.
Chatter: Those girls are making him bald. Do you know why they are complaining this time?

The girls want to know about words in two parts. How many vowel sounds do words of one part have? (one) *If a word has two parts, how many vowel sounds do you think it must have?* (Two; each part of a word must have one vowel sound.) Read Poetry Page 280, stopping after line 8. Reread, allowing children to repeat the lines with you. Write the word *velvet* on the board. *Let's all say the word (velvet). How many vowels speak?* (two) *How many parts to the word?* (two) *Look at the word on the board. Which is the first vowel? (E) How many consonants come after it?* (There are two consonants after *E*.) *One consonant may stay to protect* **E**; *the other consonant must begin the next part of the word. If* **E** *is protected, which sound will it have?* (short) Call on a child to draw a ring for the first part of this word. *What clue boxes do we need for the first part of this word?* (beginning, belonging and ending) *Draw three clue boxes inside the ring. Fill these boxes. What sign do we put over* **E**? (short) *Why?* (*E* is protected by *L*.)

Now let's listen and see what will happen to the second part of the word. Continue reading, through line 12. Again, repeat with the children.

Look at part two of the word. What letter starts part two? (V) To which vowel does this part of the word belong? (E) Does **E** *get protection?* (yes) *Which letter pro-*

tects her? (T) If a vowel is protected, what sound does it use? (short sound) *What must we draw so that we can break the code for part two?* (another ring) *What clue boxes do we need for this part of the word?* (We need a starting, a belonging and an ending box.) Call a child to draw the ring for part two of the word and to draw three clue boxes inside the ring. Another child may fill the clue boxes (*V* in the starting box, *E* in the belonging box, and *T* in the ending box.) *What sign do we put over* ***E****?* (short) *Why?* (She's protected.) *Who protects her? (T)* Volunteers may read part one of the word *(vel),* and then part two of the word *(vet). Who can put both parts together and read the whole word? Be sure the word isn't broken between parts.* Avoid saying *vel-vet.*

CHATTERBOOK page 126. *What do you see next to each word?* (Two rings with clue boxes in them.) *What does that tell you?* (There will be two parts to each word.) *What does that mean?* (Every word has two vowels that speak.) Discuss the decoded word *(person)* with the children. *Which two vowel sounds are heard?* (*ER* and *O*) *How many consonants follow the* **er** *sound?* (only *S*) *When there is only one consonant, what must it do?* (move on) *Where does the* ***S*** *go?* (in the starting box of the second part) *To which vowel does part two belong? (O) Is* ***O*** *long or short?* (short, protected by *N*) *What does part one in the first ring say? (per) What does part two say? (son) Now put the two parts together—***person.** Help the children to decode remaining words on the page.

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *Today we will spell words that have two parts. Draw two rings: one for part one, and one for part two. Make sure the rings are big enough that you can put the clue boxes inside the circle.*

The first word is **goblin.** *Listen to part one:* **gob–.** *How many clue boxes are needed for part one?* (three) *To whom does this part belong? (O) Draw three clue boxes for part one. Which letter protects* ***O****? (B) Remember that if* ***B*** *remains, another consonant moves on to part two. Listen to part two of the word:* **–lin.** *How many clue boxes go into part two?* (three) *Draw three clue boxes for this part. To whom does this part belong? (I) Fill the clue boxes. Mark the vowels in part one and part two. What sign will you put over them?* (short) *Why?* (Both are protected.) *Clue boxes sound off! Write the word without clue boxes.*

Call on a volunteer to write the word on the board and spell it aloud. Then everybody may spell it aloud with eyes closed. Proceed as above for any of the words that have been decoded on *Chatterbook* page 126.

For the word *coffee,* the children should be told that in part two, *E* is long because another *E* next to her is silent. There is no ending clue box. Elicit the explanation that since the word has two parts, the doubled *F* cannot be in a one-sound squoosh box; one must stay in part one, and the other goes on to part two.

HOMEWORK OR FOLLOW-UP: *Collect words of two parts, in which the first vowel gets protection. Try to break the code.*

SUMMARY

Elicit the following observations: In a word of two parts, two vowels must speak. To know what sound the vowel makes, we must first inspect it to see if it gets protection. The first vowel gets protection only when followed by two consonants. One consonant stays to protect, and the other moves on to the next part of the word.

Notes for

Words in Two Parts 2

OBJECTIVES

General

- Reviewing the story of words with two parts.
- Breaking the code of words in which the first syllable has a long vowel sound.
- Spelling, from dictation, two-part words having long vowel sounds.
- Testing and evaluating all skills related to words in two parts.

Specific

- Break the code of two-part words that have unprotected vowels.
- Spell two-part words with unprotected vowels.
- Make sure of words in two parts.

MATERIALS

Poetry Page 280 , *Chatterbook* page 127, chalkboards, Duplicating Masters 44 and 45.

MOTIVATION

Write the word *hotel* on the board.

DEVELOPMENT

Read Poetry Page 280. Reread lines 15 to 18. *How many vowels are in* **hotel***?* (two) *Is there any reason for one of these vowels not to speak?* (no) *How many parts must the word have if both vowels speak?* (two) *Let's have inspection to see if the first vowel gets protection. Which is the first vowel? (O) How many consonants come after* **O***?* (one) *What happens when there is just one consonant after a vowel?* (That consonant cannot protect the vowel because there would be no other consonant to move on.) *If* **O** *gets no protection, what sound will it make?* (long) Call on a volunteer to draw the first ring. *What clue boxes will we need for the first part?* (We need a starting and belonging clue box.) *Do we need an ending clue box?* (no) *Why not?* (*O* does not get protection, so no one stands in the ending box.) *Which letter moves on to part two?* (*T* must move on to the next part.) A volunteer may draw the starting and belonging box for part one in the first ring and fill these clue boxes. *Now look at part two. Which letter starts part two? (T) To whom does this part belong? (E) Does* **E** *get protection?* (yes) *What will* **E** *say?* (short sound) *How many consonants protect* **E***?* (one, *L*) *Why doesn't* **L** *move on?* (There are no more parts to the word.) **L** *stays and protects* **E**. Call on a volunteer to draw the ring for part two. *What clue boxes do we need for part two?* (beginning, belonging and ending) The volunteer may draw and fill the clue boxes in the second ring. *Now mark the vowels in part one and part two.* **A** *has no protection; what sound does it use?* (long) *Put the long sign over* **O**. **E** *is protected; what sound does it use?* (short) *Put the short sign over* **E.** *Who would like to read part one? Who would like to read part two? Who can say parts one and two without breaking the word?*

Reread the rest of Poetry Page 280. Again, volunteers fill clue boxes in the second ring, and mark the *E* short, because it is protected by *L*, which gets a protection sign. Then, all the clue boxes may sound off.

Recall how the word *funny* was decoded before the children knew how to break words into parts. Now apply the new decoding method. Write the word *ivy* on the

board. *How many vowels are in this word?* (There are two.) *Which vowels?* (*I* and *Y*) *Why is* **Y** *a vowel here?* (*Y* works as a vowel unless he starts a word.) *For whom is* **Y** *working? (E) How do you know?* (*Y* stands at the end of a word that belongs to another vowel.) *What does* **Y** *say?* (*E's* long sound) *How many vowels speak in this word?* (two) *How many parts does this word have?* (two) *Which is the first vowel? (I) What kind of clue box does* **I** *go in?* (belonging) *Put* **I** *in a belonging box. How many consonants follow* **I**? (one) It is important to emphasize again that *Y* is there as a vowel. *If only one consonant follows* **I**, *can the consonant stay and protect her?* (no) *What must the consonant do?* (move on to the next part) *How many clue boxes are in part one?* (only one) *Draw a ring around part one. How many letters are left?* (two) *Which letters?* (*V* and *Y*) *What kind of clue box does* **Y** *stand in when he acts as a vowel?* (belonging box) *Put* **Y** *in the belonging box. Where does* **V** *go?* (in the starting clue box) *How many clue boxes are in part two?* (two) *Draw a ring around part two. Mark the word. What mark can we put over* **I**? (long) *Why?* (no protection) *What mark do we put over* **Y**? (long *E*) *Clue boxes sound off.*

Write the word *donate* on the board. *How many vowels are in the word?* (three) *Is there any reason for any of the vowels not to speak?* Recall that *E,* at the end, is silent. *How many vowels speak in this word?* (Only two speak.) *If two vowels speak, how many parts does the word have?* (two parts) Decode the word, following the previous procedures. Elicit the explanation that *O* is long because it gets no protection in part one. *Part two has the vowels* **A** *and silent* **E.**

Explain to children that silent *E* works with the vowel that is in the same part of the word it is in. *For which vowel does* **E** *give up its sound in this word?* (Since *A* is in part two, *E* gives up its sound for *A*.) *What sign goes over* **A**? (long) *What mark goes over* **E**? (silent)

CHATTERBOOK page 127. Note the first two words that have been decoded (*ivy* and *donate*). Decode the rest of the words with the children, using the same procedure as for words decoded at the blackboard.

QUICK CHECK: *When is the vowel in the first part of a word unprotected?* (when only one consonant follows it) *If the vowel does not get protection, what sound does it make?* (long sound) *If* **E** *is at the end of a two-part word, for which vowel does it give up its sound?* (The second vowel, because it is in the same part as *E*.)

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *All words today will have two parts. What should you draw right now, before you hear the first word?* (two rings for the two parts)

The first word is **frozen.** *How many vowel sounds do you hear?* (two) *How many parts will the word have?* (The word will have two parts.) *What is the first vowel you hear? (O) Put* **O** *in the belonging box in the first ring. What sound does* **O** *make?* (long) *Why do you think the* **O** *is long?* (It is not protected.) *Do we need an ending clue box?* (no) *Why doesn't* **O** *get protection?* (*Z* has to move on to the next part of the word.) *What kind of sound starts the word?* (squoosh) *Which letters will go in the starting squoosh box?* (*F* and *R*) *Now we are ready for part two.* Repeat *frozen,* pausing between parts. *To whom does the second part belong?*

(E) How many clue boxes do we need for part two? (three) *Draw and fill them. Mark the word.* (long *O*, short *E*, protection over *N*) *Clue boxes sound off! Read part one and part two, then put the parts together and read the whole word. Now write the word without clue boxes. Spell the word aloud. A volunteer may write the word on the board and use it in a sentence.*

Dictate any of the words that were decoded on page 127 of the *Chatterbook*.

HOMEWORK OR FOLLOW-UP: *Collect words of two parts, in which the first vowel is long.*

SUMMARY

Review with the children the fact that now they can read and spell words of two parts, in which the first vowel is long.

TEST

Use Duplicating Masters 44 and 45. Instructions for each exercise are as follows:

1. Fill the clue boxes and mark the words.
2. Decode the word and draw rings around each part of the word.
3. Draw the right clue boxes in each part and decode the word.
4. Divide the word, draw clue boxes, mark the word.

Notes for

Words in Three Parts

OBJECTIVES

General

- Introducing words of three parts.
- Reading and spelling words of three parts.
- Reading for meaning.
- Testing and evaluating skills related to words of three parts.

Specific

- Break the code of words having three parts.
- Read and spell words of three parts.
- Read a poem from the Letter People.
- Make sure of words with three parts.

MATERIALS

Poetry Page 280, *Chatterbook* page 128, chalkboards, Duplicating Masters 46 and 47.

MOTIVATION

Write the word *potato* on the board.

DEVELOPMENT

Look at the word on the board. How many vowels are in the word? (three) *Do you see any reason for any of the vowels not to speak?* (no) *If all the vowels speak, how many parts will the word have?* (three)

Read Poetry Page 280 through line 17.

Why can't O get protection? (Only one consonant follows *O*, so it must move on.) *Draw three rings on the board. How many clue boxes do we need for part one?* (two) *What are they?* (beginning and belonging) Call on a volunteer to draw the starting and belonging box for the first part. *What will* ***O*** *say? (ō) Why?* (no protection)

Continue reading Poetry Page 280 through line 23.

A volunteer may decode part two. *Who moves on to start the second part of the word? (T) Which vowel is in this part? (A) Does* ***A*** *get protection?* (no) *Why not?* (There's only one consonant after *A*. The consonant must move on to the next part of the word.) *What sound will* ***A*** *use? (ā) Why?* (There is no consonant to protect her.) *What clue boxes do we need for part two of the word?* (beginning and belonging boxes) Continue reading Poetry Page 280 through line 34. Decode part three as above. *If the ending box is missing in each part, what does that tell you about the vowels?* (The vowels are not protected, and are long.) Read Poetry Page 280 to the end. Call on a volunteer to mark the vowels. Read each part of the word with the children; then put the parts together and read the whole word.

Proceed as above for the word *cucumber*. It should be clear that the first *U* is long because the *C* after it has to move to the next part of the word. The second *U* is short because the *M* can stay and protect while the *B* moves on to the next part of the word.

CHATTERBOOK page 128. *All these words have three rings. What does that tell us?* (All the words have three parts.) Break the code, letting children follow the procedure used at the board. Call attention to the squoosh boxes and the divided belonging boxes.

QUICK CHECK: *Some words have three parts. How can you tell if a word has three parts?* (Three vowel sounds are heard.) *What are some words that have three parts? (cucumber, potato)*

NOTE: This is a good place to stop if the class is restless.

CHALKBOARD PRACTICE: *Draw three rings. How many parts will the word have?* (three) *The first word is* **tomato.** Repeat the word, emphasizing the three vowel sounds. *Listen to the first part:* **to–.** ***O*** *is long because it is not protected. What clue boxes are needed for the first part?* (starting and belonging) *Draw the starting and belonging clue boxes and fill them. Now listen to part two:* **ma–.** ***A*** *is long because it is not protected. What clue boxes do we need for part two?* (starting and belonging) *Draw and fill them.* Proceed for part three as for part one. *Mark the vowels in each part of the word. Clue boxes sound off!* The children should read each part of the word and then put the parts together. A volunteer may write the word on the board without clue boxes, and give a sentence using the word. Proceed with any of the words that were decoded on page 128 of the *Chatterbook*.

CHATTERBOOK back inside cover. The children should now be able to read all the words in the poem "Good-Bye from the Letter People." It is suggested that they read the poem silently first, and then volunteers may each read two lines. Finally, the whole class may read the poem aloud in unison.

HOMEWORK OR FOLLOW-UP: *Collect words that have three parts, and try to break the code.*

SUMMARY

Elicit the following conclusions: Words that have three vowel sounds are words that have three parts. Some words that have three parts are *tomato* and *cucumber.* ***We can now read many, many words.***

TEST

Duplicating Masters 46 and 47 are suggested for additional work in decoding three-syllable words.

NOTE: Duplicating Masters 48–50 are original stories with exercises that test the children's ability to read for meaning, to follow directions, to make inferences and decisions based on what they have read. No special directions are necessary, as the children are now able to read for themselves.

ALPHA POEMS

Bold headings below indicate lessons to which each section relates.

Imagine That!

I

MISS PRIM:

It all began one summer day,
When I went to the pool around my way.
But I never got to take a swim;
You see, I was afraid to go in.
Such funny people were all around
That I was afraid to make a sound.
All I did was stare and stare
At the funny people everywhere.

II

MISS PRIM:

Before I had a chance to hide,
Two of the strangers rushed to my side.
They looked at the pool and started to grin
And before I knew it, they pushed me in!
"Just look at her," they shouted with glee;
I sure was a funny sight to see!
I scolded and yelled as loud as I could,
But nothing I said to them did any good!

III

MISS PRIM:

After a while they let me out,
And, looking unhappy, they gathered about.
I was so frightened, I started to cry,
As one by one they came passing by.

LETTERS:

We're sorry we were so very bad,
Please wipe your tears and don't be sad.
Stop crying now and we'll play games,
But first you should know all our names.
Just sit down and watch the fun;
You'll get to know us, one by one.

QU

LETTERS:

Help! Help!
What's happened to *Q*?

MISS U:

Step aside!
Let me through!

MR. Q:

I need *U* 'cause I'm so weak;
Without her, I can't speak.
Oh, will you promise, Little Miss U,
To stand by me in words that have *Q*?

MISS U:

Now, now, Mr. Q, depend on me,
In all your words I'll always be;
When I'm with *Q*, I make no sound;
Q and *U* say *kw* wherever they are found.

Letter Review

MR. H:

Now that you and your dress have dried,
We'll call a meeting right inside.
Let's stop our swimming and our play,
Many more words must be made today.

Attention, Letters, I'll make it clear,
You know that word-making time is here.
Now, everyone, come out of the pool,
This really is no time to fool.

Boys and girls, the meeting must start
And every letter has a part.
Come to order, why must I plead?
You know you are here for a special need.

But before we see what words we can make,
Let's all be sure of the sounds we take.
So that every letter is understood,
Let each say his sound just as he should.

Vowels and Consonants

I

MR. H:

Letters, divide into two groups this minute.
When your name is called, find your group and stand in it.
Now wait for your turn in a quiet manner,
And gather near the proper banner.

VOWELS:

How can you call this meeting fair?
There are too few of us for the consonants to share!
Remember, a vowel must be in each word.
It's vowels that help consonants to be heard;
So few of us are here it's really absurd.

II

MR. H:

I'm sorry, girls, what can we do
To make the job more exciting for you?
Aha! The answer I have found.

13 The vowels will have more than just one sound.
14 *A, E, I, O* and *U,*
15 Because you are so very few,
16 I'll give one more sound to each of you.

Long Vowels

MR. H:
1 Vowels, I see tears on every face.
2 Enough of this! You'll flood the place!
3 Oh, my head is such a muddle;
4 Look, I'm standing in a puddle!

VOWELS:
5 Boo hoo, boo hoo, boo hoo, boo hoo.
6 We don't like what you want to do.
7 One sound is hard, as well you knew;
8 How will we ever remember two?

MR. H:
9 Vowels, stop your tears; I'll make it plain;
10 Patience, please, and I'll explain.
11 The sounds you now make are just one sort;
12 They are very weak and short.
13 You work very hard; so to help you along,
14 We'll give you a sound that is long and strong.
15 Now listen, please, before you complain.
16 First of all, do you each know your name?

VOWELS:
17 How silly! Of course we know our names!

MR. H:
18 Well, girls, your long sound and your name
are exactly the same!
19 Call off in order the long sound you make.
20 (It's important that you not make a mistake.)
21 Remember—your long sound and your name
22 Are both exactly the same.

Protection

MR. H:
1 Do I see you vowels crying again?
2 Before I shout, I'll count to ten.
3 Every word belongs to one of you,
4 Now you make short sounds and long ones too.

VOWELS:
5 We know our sounds may be long or short,
6 But when to use which we haven't been taught.
7 And when our sounds are short and weak
8 You must make it safe for us to speak.
9 *Protection* is what our short sounds need;
10 The boys should protect us—is that agreed?

CONSONANTS:
11 What do the vowels expect of us?
12 Why must they always make a fuss?
13 Perhaps we'll agree to just one thing;
14 Here is what we're offering:
15 We'll protect the vowel whenever we can
16 But only when we can spare a man.
17 When we are busy and have much to do,
18 We might not have time for protecting, too.
19 So for every word you must have inspection
20 To see if the vowel has protection.

VOWELS:
21 We're still not sure we'll know what to say.
22 Can't you show us an easier way?

MR. H:
23 Now look, will you please listen to me?
24 It's really as easy as can be.
25 The word *bat* belongs to Little Miss A;
26 What sound in that word will she have to say?
27 First let's have a quick inspection
28 To see if Miss A gets protection.

VOWELS:
29 Miss A is protected by Mr. T,
30 That is easy enough to see.

MR. H:
31 A protected girl makes her sound short and weak;
32 When she's protected, it's a safe way to speak.

Long Ending Vowels

VOWELS:
1 Suppose one of us ends a word,
2 Then what vowel sound is heard?

MR. H:
3 If just one vowel is at the end of a word,
4 She must let her long, strong sound be heard.
5 Let's try the word *me,*
6 The only vowel is Miss E.
7 When we have had a close inspection,
8 We see Miss E gets no protection.
9 After her, no boy is found,
10 So she must make her long, strong sound.

Silent E

VOWELS:
1 We have all decided one by one,
2 That the short sounds we make are just no fun!
3 Our long, strong sounds make us feel great;
4 To say them we won't wait, wait, wait.

MR. H:
5 With silly girls, I see I'm stuck!
6 What bad luck! What bad luck!
7 Miss E, your sisters make such a to-do,
8 I'm pulling my hairs out two by two!

MISS E:

Don't cry, vowels,
Here's what I'll do:
I'll be silent for all of you.
When I'm silent at the end of another vowel's word,
The first vowel's long strong sound will be heard.
Now, dear sisters, I've really tried
To see that we are satisfied.

Adjacent Vowels

MR. H:

Girls, girls, why don't you smile?
Can't you be happy for just a while?

VOWELS:

But when two of us sit side by side,
What sound should we make? We can't decide!
Please help us out so we don't go wrong—
Should we make our sound short or long?

MR. H:

Can't you find some way to agree?
Why don't you act like Little Miss E?

VOWELS:

Okay, Miss E, we'll listen to you.
Tell us what *you* think we should do.

MISS E:

When I appear at the end of your word,
I remain silent so your long sound is heard.
When two vowels stand side by side they too should agree
That one gives up her sound, like silent *E*.
I think that it is only fair
That the word should belong to the first vowel there.
Then her long sound can be heard
And her sister gives up her sound in the word.

A and R

MR. R:

The girls are really getting out of hand,
I think I'll hit them with a rubberband.
They're allowed to have a sound that's long
Just to make us think they're strong.
No girl is stronger than Mr. R, not one bit;
Just watch me stamp and scream and hit.
Each vowel will say a sound just with me;
They'll be sorry if they don't agree.

MR. H:

Look, *R* is going to sit next to *A*.
I wonder what he'll make her say.

MR. R:

Now *A*, I'll tell you what to do.
When I stand right after you,
You won't make your sound at all;
Together my name, *R*, we'll call.
My name is the sound you'll say with me;
R, R, R is what it must be.
Little Miss A, now that I stand next to you
Tell me what you'll have to do.

MISS A:

Mr. R, whenever you stand at my side,
Both my vowel sounds I must hide.
A and *R* will say *ar*.
As in *far* and *car* and *star*.

O and R

MR. H:

They stood together, Miss E, I and U,
And Mr. R did just what they knew he would do.
R aimed his rubberbands at Little Miss O.
Oh, how those rubberbands did go!

MISS O:

Oh please, Mr. R, don't change me.
I don't learn too easily!
My long and short sounds are so hard to say,
I still must practice every day.
It's still so difficult to choose,
Which sound is right for me to use;
$\breve{O}$ or $\bar{o}$, $\breve{o}$ or $\bar{o}$,
$\breve{O}$ or $\bar{o}$, that's all I know.

MR. R:

Miss O, no complaining, don't you dare!
Here I come. Beware! Beware!
When I stand after you in a word,
Neither of your vowel sounds must be heard.
Ah, ha! The sound for us I know;
You easily say $\breve{o}$ or $\bar{o}$.
Now just listen to this trick;
It's not a new sound I will pick.
$\breve{O}$ is the short, weak sound you know
And your long, strong sound is $\bar{o}$.
$\breve{O}$ or $\bar{o}$,
You used $\breve{o}$ and you used $\bar{o}$
But the *or* is another sound, you know.

MISS O:

I'll always say *or* when Mr. R stands with me;
I can remember the *or* sound easily.
Making new vowel sounds is fun;
I'm glad that I have more than one.
Just two vowels are still a bore;
I'm glad I also have the sound of *or*.

ER, IR, UR

MR. H:

Hold it, *R,*
You've gone too far!
You've made new sounds with *O* and *A;*
Don't you think that's enough for today?
Your temper tantrum we don't need;
With your permission, we'll proceed.

MR. R:

Here is what I'm willing to do
To make a sound with *E, I* and *U.*
When after any one of them Mr. R is found,
They may make the very same sound.

MR. H:

This is what we're going to do;
Here's *R*'s sound with *E, I,* and *U.*
Repeat the word *her,* for that's the word
In which the *er* sound can be heard..
Then drop the *H* sound from that word
So only *er, er, er* is heard.
Er for *ER, IR* and *UR* is the sound;
At last there are happy smiles all round.

Silent E with R

I

MISS E:

You know I have been good indeed,
But now for a favor I must plead.
Little Miss E will have lost face
If Mr. R is not put in his place.
Since *R* makes special sounds with *A, E, I, O, U,*
Silent *E* wants to control those vowels too.
Though *R* makes special sounds, he must still notice me
At the end of a word when I'm silent Miss E.

II

MR. R:

Perhaps in some words we could agree,
But you must also leave some just for me.

MR. H:

Now if everybody really tries,
We can come to a compromise.
First Miss E may not change the sound of *OR*
Though she's at the end of words like *more* and *store.*
But when *E* ends an *ER, IR* or *UR* word,
Then the first vowel's long sound may be heard.
Thus Little Miss E can be very sure
The vowels are long in *here, fire* and *pure.*
But when silent *E* ends an *AR* word,
Neither the *A* nor the *R* sound will be heard.
A brand new sound for both is fair,
As in the words *care, stare* and *bare.*

MR. H:

Enough of this yelling and this shouting.
Girls, now stop your silly pouting.
Mr. R and vowels, let's all be friends
So that this argument finally ends.

ING

I

VOWELS:

Mr. H, once more we must fuss;
That's when the *ing* group is after us.
When *ing* hangs on to us we're afraid to speak,
If our vowel sounds are short and weak.

MR. H:

Vowel girls, it's easy to see
You need more protection before *I, N, G.*
This *ing* situation needs correction;
We'll give short vowels double protection.
When the *ing* group comes to hang onto your word
Two boys will stand by you so your short sound is heard.
Now the word *get* belongs to short *E*
And she gets protection from just one *T.*
But since *ing* causes so much trouble,
Let *T* stand after her as a double.
Then short *E* will not find it upsetting,
With double protection, to say the word *getting.*

II

When *ing* hangs on to a long vowel's word
Her sound needs no protection to be heard.
Some words need silent *E* at the end,
When their vowel sound is long.
But if *ing* hangs on at the end of the word,
Silent *E* can't be where she belongs.
I think we must all realize
That we should make a compromise:
Silent Miss E, will you be a friend
When the *ing* group takes your place at the end?

MISS E:

If you all agree to just one thing,
Silent Miss E will go away
So that the *ing* group
Can come to stay.
Promise that the first vowel
May keep her long, strong sound
Even though silent *E*
Is no longer around.
In that way the vowel sound can still be long
And she'll need no protection because she is strong.
Let's review so there's no mistake:
If *ing* wants to hang on a word such as *bake*
Silent Miss E will go away

40 So that *I-N-G* can come to stay.
41 But the first vowel's sound remains long and strong
42 Though silent *E* is not where she belongs.
43 These are the steps we will be taking;
44 So the word *bake* becomes the word *baking.*

III

45 Now let's look at the long-vowel word *be;*
46 It need not be changed before *I, N, G.*
47 I hope that we are all agreeing
48 Just adding *ing* to *be* changes *be* to *being.*

IV

49 Two girls together make a long vowel sound, too;
50 So *ing* can be added with no extra to-do.
51 Thus *seating* is *seat* with *I, N* and *G*
52 Because the word has a long sound made by Miss E.

C and K

I

MR. H:
1 I see that there's trouble between *C* and *K;*
2 What can their problem be today?
MR. K:
3 Mr. H, we dislike making a fuss;
4 But we don't know what is expected of us.
5 Since *C* and *K* both have the same sound,
6 With which vowels will each be found?
MR. H:
7 Have a soda, and while you're drinking,
8 You can both do some quiet thinking.
9 And when you're ready, you will say
10 Before which vowels each will stay.
11 Vowels go with them, and quietly wait
12 While *C* and *K* decide your fate.

II

MR. C:
1 While Mr. K is not looking this way,
2 I'll place my name card in front of Miss A.
3 Ha, ha, now I've got Little Miss A;
4 Now in front of *A, C* may stay.
MR. K:
5 All right, I can see just what you did!
6 For *E* and *I,* I'll place my bid.
7 Because you wouldn't wait for me
8 I'm taking two girls, not one, Mr. C.
MR. C:
9 I'm as angry as can be!
10 You'll never get the best of me!
11 To *O* and *U,* I'll stake my claim;
12 Before *them,* I now place *C*'s name.
MR. H:
13 Mr. C took vowels *A, O* and *U,*
14 Leaving Mr. K with only two!
15 All *K* has is Miss E and Miss I;
16 Now Mr. K is going to cry.

Y as Vowel and Consonant

MR. H:
1 Mr. Y, what's bothering you?
MR. Y:
2 *Y* is a consonant with too little to do.
VOWELS:
3 Come over to the vowel side.
4 Be one of us; you'll be our pride.
CONSONANTS:
5 Now, vowel girls, don't make a fuss,
6 You know Mr. Y is one of us.
7 Now, now, dear ladies, he's no toy,
8 No need to pull him; he's a boy.
MR. Y:
9 Stop! You're going to make me break.
10 More than one sound I'll gladly take.
11 Look at me; now I'm so wide,
12 That I can be part of each side.

Y Working as a Vowel

MR. Y:
1 I'll be vowel and consonant; it's no disgrace,
2 And when I'm a vowel I'll take Miss I's place.
3 But if I should be at the start of a word,
4 Only my consonant sound will be heard.
5 Now when I'm a vowel just close each eye
6 And make believe I'm Little Miss I.
MISS I:
7 Only then can you have inspection
8 And see if the vowel has protection.
9 If Miss I were really in the word,
10 Would her long or short vowel sound be heard?
MISS E:
11 Of course, sometimes *Y* helps Miss E, too;
12 But for her, there's only one thing he'll do.
13 He'll let Miss E's long, strong sound be heard
14 When he's at the end of another vowel's word.
15 That way we'll hear the long sound for *E*
16 At the end of a word like *story* and *daisy.*

Soft C

MR. H:
1 Here come *C* and *K*—things don't look quite right;
2 I'm afraid they've had another fight.

MR. K:

Mr. C doesn't know how to share;
He wants my girls and that's unfair.
Mr. C took vowels *A, O* and *U,*
Leaving me, poor *K,* with only two.
Now *C* wants to take even those two away,
But *E* and *I* belong to *K.*
The *K* sound is reserved especially for me
In front of Miss I and Little Miss E.

MR. C:

Mr. K, I won't take your sound;
I see someone else around.
When I stand in front of your girls, I guess
I could borrow a sound from Mr. S.

MR. S:

If *K* can keep his sound I will agree
To let *C* have a sound from me.
I guess *C* has a proper claim;
My sound goes exactly with his name.
C may say *S* before *E* and *I,*
Now I must really fly, bye bye.

MR. H:

Mr. S was really dandy;
He is sweeter than cotton candy.
Now Mr. C, you've had your way,
And Mr. K, you've had your say.
Take your ball, go out to play
Before my hair starts turning gray.

Soft G

MR. G:

What about an extra sound for me,
One that fits with the name of *G.*
If names and sounds should get along,
Then *G* and gooey gum are wrong.
Of all the boys just *C* and *G*
Have names and sounds that don't agree.
S's sound and *C*'s name fit
So Mr. S let him borrow it.
Mr. J, will you lend your sound to me?
Jumbled Junk sounds just like *G.*

MR. J:

Mr. G, *J*'s sound I'll gladly share,
But you may use it only sometimes as a spare.
You may always take *J*'s sound from me
When you stand before silent *E.*
Some days you may also use my sound, I guess,
The way *C* uses the sound for *S.*

MR. G:

Sometimes I'll use it before *E* and *I*
And when *I*'s place is taken by *Y.*

OU and OW

MR. H:

If you look carefully around,
You'll find some words have a special vowel sound.
One of these special sounds came to be
Because Miss O and Miss U could not agree.
Miss U stood next to *O* in a word
But *O* refused to let her long sound be heard.
Miss U's umbrella hit Miss O on the head,
And with every smack, Miss O saw red.
"Ou, ou, ou," screamed Little Miss O;
That umbrella hurt her so.
Winking W came to the rescue
And told them exactly what to do.

MR. W:

Stop this fighting, stop it now;
Why don't you both use the sound for *ou*?
And since I, Mr. W, found the *ou* sound for you,
W should be part of the *ou* sound too.
When Miss U is tired of making the sound,
Mr. W will come around.
And *W* will say *ou* together with *O.*
I really want to please her so.

Miss O, we'll stand together with ease,
We'll even make an extra sound when we please.
O and *W* will say *ou* and sometimes just *ō,*
Which sound we are using, you never quite know.
Does that make you happy, Little Miss O?

OI and OY

MISS O:

And now Miss I, will you please try
A special sound for *O* and *I*?

MISS I:

I really do not care to try,
But I will do it for Mr. Y.
I know that *Y* would love to be
In a special sound, so I'll agree.
But the sound we choose for *O* and *I*
Must be especially for Mr. Y.

MISS O:

Thank you, Miss I, for being so kind;
Which sound for *O* and *I* shall we find?

MISS I:

A special boy sound we must find
So let's keep the word *boy* in mind.
Let's drop the *B* from the word *boy,*
And keep the special sound of *oi.*
This *oi* sound will be for *O* and *I*
And when I'm too itchy, I'll send for *Y.*

OO

MISS O:

Vowels, vowels, gather round;
Let's make another special sound.

VOWELS:

Miss O, we're really in a huff;
We think that we work hard enough.
We have other things to do
Than make special sounds with you.

MISS O:

I am Miss O,
And you should know
That it makes no difference what you say;
Eventually, I'll have my way.
I know exactly what I'll do;
I'll make a sound with *O*'s in two.
If two *O*'s side by side appear,
A fun sound you will surely hear.
From the word *pool,* I'll drop *P* and *L*;
I like that $\overline{oo}$ sound very well.
And since you girls won't make more sounds with me,
I'll make another sound with *O*'s—just look and see.
My double *O* sound, I'm glad to report,
Will sometimes be long and sometimes be short.
Listen to my little rule:
My long $\overline{oo}$ sound will be in *pool.*
And if you take another look,
My short sound you will find in *look.*
If you want to know which one to say,
You'll have to try it either way.

AU–AW

MISS U:

Miss A, you're looking awfully sad.
Can any of us make you glad?
Come, let us see if any letter
Can make you feel a little better.

MR. L:

Miss A, your awful feeling will stop,
If you lick a lemon lollipop.

MISS A:

A lemon lollipop will never do;
I feel too awful to take it from you.

MR. C:

Miss A, you'll feel better quick,
If you'll have a cotton candy stick.

MISS A:

Cotton candy will never do;
I feel too awful to take it from you.

MR. D:

Miss A, you'll be as happy as I am,
If you eat this doughnut filled with jam.

MISS A:

A delicious doughnut will never do;
I feel too awful to take it from you.

MR. G:

You will smile and you will hum,
If you chew some gooey gum.

MISS A:

Gooey gum will never do;
I feel too awful to take it from you.

MISS U:

I know exactly what to do;
I'll put my umbrella over you.

MISS A:

Oh, Miss U, it is quite true;
I do feel better next to you.
If we sit under your umbrella awhile,
That would make me learn to smile.

MISS U:

Miss A, when you feel awful, here's what you can do:
Sit next to me and I'll make a sound with you.
We'll make the sound you'll remember best:
Take the sound *aw* from *awful* and drop the rest.

MR. W:

Dear, understanding Little Miss U,
I can be of help to you.
When you are too tired to stand next to *A,*
Mr. W will come to stay.
The *au* sound is made by *A* and *U*
And also by *A* and *W.*

Word Parts

MR. H:

Vowels, I see tears on every face.
Enough of this; you'll flood the place!
Oh, my head is such a muddle;
Again I'm standing in a puddle.

VOWELS:

We have good reason to cry and complain;
Choosing sounds in big words can be a pain.

MR. H:

If you'll give me a chance to think it through,
I'll find ways to make it easy for you.
Hmmm! We can't decide by fits and starts;
Big words must be broken into parts.
Vowels, I see your tears are flowing;
Now my patience is really going.

VOWELS:

You made us a promise that you must keep:
In every word a vowel must speak.
Now if words into many parts are broken,
Each part must have a vowel sound spoken.

MR. H:

Very well, I'm glad we agree;
Sit down and work it out with me.
That's the spirit; but before we start,
Let's make sure of the sounds in one part.

VOWELS:

When a consonant protects a vowel well,
Her short sound is all she need tell.
The vowels' sounds are short and weak when
They're in words like *cat* and *bud* and *ten.*
Without protection the vowel sound must be strong;
In words like *go* and *we,* their sounds must be long.
A vowel may also say its name
When silent *E* ends words like *hike* and *game.*
When two vowels are together, the first is long;
That's another time the vowel's sound is strong.
The second vowel is silent, so the first may speak,
As in *boat* and *bail* and *beat* and *leak.*
When a special vowel sound is in a word,
We see two vowels, but just one is heard.
One special vowel sound means just one part,
As in *saw, boil, pool, bird, cord* and *tart.*
In all these words, one vowel sound is heard;
That means there is only one part to the word.
To be sure of one part and how to sound it,
Let's put a big ring clue box around it.
If words into parts have to be broken,
We'll clearly see where a vowel is spoken.

Words in Two Parts

VOWELS:

What about words that have more than one part?
Don't keep us waiting; we're anxious to start.

MR. H:

Let's take the word *velvet* as example one.
You'll see how easily it can be done.
The first vowel in *velvet* is Little Miss E.
Two consonants follow her; one stays, we see.
The other starts the next part of the word,
And from the *E,* a short sound is heard.
Part two of the word belongs to Miss E.
Miss E is protected by Mr. T.
From protected Miss E in part two of the word,
It's easy to see that her short sound is heard.

VOWELS:

We're glad that we waited; we know it well;
Now please explain what to do with *hotel.*

MR. H:

In *hotel,* one consonant is after Miss O;
If there's only one, he has to go.
This leaves Miss O with no protection;
And her sound is long, upon inspection.
Part two of the word has the short sound for *E,*
Mr. L protects her; that's easy to see.

VOWELS:

Now we know just what to do
When we make sounds in part one and part two.

Words in Three Parts

Here is a code-breaking game for you:
Divide the word *potato* and see what to do.
Remember, it's most important to see
What speaking vowels there will be.

How many vowels do you see?
That's right; the word *potato* has three.
Then before the decoding starts,
The word must be broken into three parts.
Our next job is a close inspection
To see where the vowels get protection.

Will the vowel sounds be short or long?
To which parts will the consonants belong?

Let's begin.
The first vowel we see is Little Miss O.
What consonant follows her? Just one.
That consonant begins the next part of the word.
Miss O's long, powerful sound is heard
Because we find on close inspection
That the first vowel has no protection.
What we've done is just part one;
We know the job has just begun.
We see the next vowel is Little Miss A.
How do we know what sound she'll say?
The following consonant begins the next part of the word,
So Miss A's long, powerful sound is heard.

There's just one more part in this word,
As one more vowel must be heard.
We find the last vowel is Little Miss O.
How do we know how her sound will go?
Miss O must say her powerful sound,
Since no protection for her is found.

Let's say each word part loud and clear;
Remember, each vowel sound we must hear:
Pō tā tō.
See how easy the game can be;
Inspect the vowel sounds—one, two, three.

ALPHA STORIES

Ă′choo, Ă′choo

I

The letter boys all gathered to see
Who the next Letter Person would be.
There were boys of every shape and size
Expecting a very exciting surprise.
Imagine how surprised they were
When they first had a look at her.
"No, no," they cried, "it can't be true!
Not with so much work to do.
Can that be a girl we see?
We didn't know it would be a she!"
Some of the boys just sulked and pouted,
But others were very angry and shouted,
"A girl! A girl! Oh, go away;
A girl's no good for work or play."
Then suddenly a strange sneeze was heard;
"This sneeze," said they, "is quite absurd,"
"Who are you, Miss, with your crazy sneeze?
Explain yourself and hurry, please."

Now Little Miss A was all excited
As she stood up on a chair and recited:
"I'm Little Miss A, I'm Little Miss A.
Please now, boys, don't go away.
My cold is very, very bad;
It's the worst cold I have ever had.
Ă′choo, ă′choo."
When Miss A's story was completed,
The boys in chorus stood and repeated:
"She's Little Miss A,
She's Little Miss A.
Her cold is very bad,
The worst she ever had.
Ă′choo, ă′choo.
What have we done to have such bad luck?
With a silly sneezing girl we're stuck!"

II

Miss A started to grieve and sigh
And sat down on her chair to cry.
"Boys, why must you make fun of me?
Is it only because I am a she?"

The boys answered:

"You're a girl with the craziest ă′choo.
No one sneezes as you do.
Ă′choo, ă′choo."

Miss A replied:

"I think my sneezing sound is fine,
And it's mine—all mine—all mine.
Ă′choo, ă′choo—so there!
You can laugh! I don't care.
Do you think it's nice to tease
Because I have a different sneeze?
Just take a look at all of you;
Each one of you is different too.
So what if I say ă′choo?
Why should that bother you?"

The boys heard this and were very much ashamed
That Little Miss A was always blamed.
They said, "Miss A, maybe you're right,
It's time for us to stop the fight.
Okay, you're here. What can we do?
We'll have to find some work for you."
So Miss A asked:
Could I please make my own sound
As long as I'm going to be around?
And the boys answered:
"Your sneeze has such a funny start
We'll let your sound be its first part.
We'll all sneeze and say 'Ă′choo'
But the Ă will belong just to you."
Miss A shouted:
"I like it. I like it; *ă ă ă;*
Everyone say it with me: *ă ă ă.*
I can say it easily."

Exercising E

Little Miss A was the only girl among all the boys. She was lonely; so she decided to introduce her sister, Little Miss E, to the boys.

Now Little Miss A had a sister,
And she hoped the boys would not resist her.
She said they'd have a special treat,
Once they had a chance to meet.
But what a treat it turned out to be;
You should have seen Little Miss E!

Little Miss E appeared, and she was so weak she could hardly walk. The boys didn't think she would be able to work at all:

It looks like we are stuck again;
We much prefer to work with men.
You don't look like very much;
You'd probably break at the slightest touch.

Miss E had tears in her eyes, but she managed to smile at the boys and say:

Maybe I'm not very strong
But please, oh please, let me belong.
I would like to do my share;
Don't you think that's only fair?

It's not my fault that I am weak.
What can I do so I may speak?
I'll try anything you say;
I don't want to stay this way.
Tell me what I have to do,
So I can work as a letter too.

The boys knew that one way to become strong is to do exercises every day.

"Exercise, exercise," they all cried. So Miss E exercised and exercised all day long. Every time anyone saw her she was raising her barbells and exercising.

The boys noticed that Miss E was really getting stronger every day, so they said to her:

Little Miss E, you're tried and true;
We have a sound especially for you.
We've given your sound a lot of thought
So that your sound is quickly taught.
Exercise, exercise belongs to Miss E.
Can you guess what your sound will be?
We'll take your sound from what you do best;
Use the ĕ from *exercise* and drop the rest.

Little Miss E was extremely happy, so she said:

ĕ ĕ ĕ my sound will be;
ĕ from *exercise,* that's for me.
Exercise, exercise I do best;
I keep the ĕ, and drop the rest.
ĕ ĕ ĕ.
Everybody say it with me:
ĕ ĕ ĕ belongs to Miss E.

Itching I

When Miss I appeared, her itch made her wiggle so that she almost seemed to be doing a dance. The boys looked at her and said:

Little Miss I, you're a sight;
Just looking at you is a fright.
Why do you wiggle and wiggle so?
You're wiggling from head to toe!
It makes us itch to look at you.
Is there nothing you can do?
Can't you make your itching stop?
Must you always wiggle hop?

Little Miss I was very sad because she was afraid the boys would not let her stay. She said to them:

I have an itch no doctor can fix;
There's no medicine to mix.
Don't let my itching worry you;
There's lots of work that I can do.
Though I itch, give me a task;
I'll do any work you ask.

The boys were convinced that Miss I would be able to work as a Letter Person and so they said:

If you really want to try
You can make a sound, Miss I.
Since you itch and itch without a rest,
Take ĭ from *itch*: That suits you best.

Miss I was so happy that she wiggle-hopped around in a circle and repeated:

Take ĭ from *itch?* Yes, that's for me.
ĭ ĭ ĭ, I can say it easily.

Obstinate O

Little Miss O was always swimming in the pool. No matter who called her, she never came out of the pool. She was so obstinate about staying in the pool that she even went swimming when she had a bad cold. We warned her, "Little Miss O, you are going to be sick." Do you think she listened? No! Not obstinate Miss O. Sure enough, one day, it happened!

Poor Little Miss O's throat hurt so
That off to the doctor she had to go.
She felt so sore and looked so sick
The doctor had to examine her throat with a stick.
"Now, open your mouth," the doctor said,
"I must see if your throat is red."
Now Miss O didn't want that stick on her tongue;
She was very obstinate for one so young.
She kept her mouth closed and just sat in a chair
And then she jumped up and pulled Doctor's hair.
Little Miss O was really a fright;
She cried and screamed with all her might.
She can be quite naughty you know,
Stubborn, obstinate Little Miss O.
The doctor quickly put the stick away
And thought he could do it another way.
He held up a mirror for Miss O to see.
Miss O asked sweetly, "How will that help me?"

The doctor said:

Miss O, I'll make it easy for you.
Listen carefully; here is what you must do.
If you follow these steps one by one,
Your examination will be soon done.
First hold this mirror carefully—
Can you see your mouth easily?
Be sure your mouth is open so
It looks exactly the same as an *O.*
Keep your tongue neatly tucked away;
Now listen carefully to what you must say: ŏ ŏ ŏ. Now you try.

Miss O tried:

ŏ ŏ ŏ.

All the Letter People shouted:

She's got it! She's got it!
By gosh, she's got it!

Then the doctor said to Miss O:

I'll see you again another day.
Please practice hard what you must say.
Say ŏ ŏ ŏ every chance you get.
That way you'll be sure not to forget.

Miss O wanted to be sure that the doctor would not put that stick on her tongue the next time she visited him; so she looked in the mirror every day and practiced saying ŏ ŏ ŏ. *This gave the boys an idea. They stood at the edge of the pool and when Miss O came up they shouted:*

Hurrah, hurrah, hurrah, hurrah!
Miss O's sound will be ŏ ŏ ŏ.
Since you say ŏ every day,
ŏ is the sound Miss O will say.

Umbrella Face

The boys were anxious to meet Miss U, but every time they wanted to see what she looked like her face was hidden by her umbrella. The boys thought that Miss U was very unfriendly. They were tired of waiting and they said:

Little Miss U, in your umbrella you hide;
To see your face we've tried and tried.
Umbrella face is all we ever see.
What makes you think that you're so great,
To see your face we have to wait?
You've had your chance, but you didn't appear;
We can't be friends, that's pretty clear.

Miss U was very unhappy when she heard this, so she said to them:

Boys, I'm sorry; please don't go.
Each of you I'd like to know.
From my umbrella I'll quickly peek.
Listen, listen, while I speak.
I'm terribly afraid, you see,
The sun is really after me!
He looks for me as soon as he's out;
"Miss U, Miss U," I hear him shout.
And when he finds me and sees my face,
He burns me so, it's a disgrace!

The boys all smiled when they heard this. They were glad that Miss U was not really unfriendly. They understood what worried Miss U. They told her:

Little Miss U, don't you know,
When it's dark, the sun can't burn you so?
When the sun is up during the day,
Under your umbrella you may stay.
And if you're as quiet as a pin,
We'll let you know when he goes in.

Miss U was pleased. She thought that since she didn't have to stay under her umbrella all the time, she could work as a letter. So she said:

But I also want to have a sound
Just like everyone else around.
Please let me work as a vowel too;
I can be of help to you.
Give me a sound that I may take,
One that I can quickly make.

The boys thought it was a good idea and said:

With an umbrella you're always found;
Take ŭ from *umbrella!* That's your sound.

And Miss U said:

Take ŭ from *umbrella*
And that's my sound.
ŭ ŭ ŭ, that's for me.
ŭ ŭ ŭ, I can say that easily!

What's Wrong, X?

Everyone was upset. A new Letter Person had arrived, but he was the strangest letter they had ever seen. He looked all wrong. He looked just like a mark on a test when the answer is wrong. His head was off to a side and his hands and feet were all mixed up. You couldn't even tell if he was upside-down.

The Letter People all stared at the new person, but they were afraid to speak to him. Finally, kindly Mr. K agreed to talk to him. Mr. K asked him his name.

"I don't know my name," replied the strange-looking Letter Person. "No one ever gave me a name."

"Oh dear," said Mr. K. "Everyone must have a name. We must decide on a name for you. Then I can introduce you to the other Letter People. They are really very nice. They are just a little afraid because they have never seen anyone like you before." Mr. K thought and thought of a name, and then he had an idea. Certainly this Letter Person looked like an X, *he thought, so the best thing to do would be to call him Mr. X.*

Mr. K asked the other Letter People what they thought about the idea. They all agreed that the name was just

right because the new person certainly looked just like an X. *But now there was a new problem. What sound could be given to this Mr. X? Every Letter Person had to work, but without a sound Mr. X could not work.*

The Letter People looked to Mr. K for advice. Mr. K said, "Each boy has something from which he gets his sound. Mr. F gets his sound from funny feet. Mr. Z gets his sound from zipping zippers. But Mr. X has nothing." There seemed to be no answer. There was no sound for Mr. X. Then Mr. K said, "There is *something we can do. Somebody will lend Mr. X a sound." Everyone looked at Mr. K. Mr. K said, "I'd gladly lend my sound to Mr. X, but I don't own my sound the way everyone else does. I have to share my sound with Mr. C."*

Every head turned to Mr. C; but that greedy Mr. C said, "No, I'm not giving up my sound."

Then Mr. K had an idea. He thought of one of the boys who had two sounds. It was Mr. S. Mr. S had a sound from super socks, *but he also sometimes used Mr. Z's zipping sound. Mr. K thought that Mr. S should certainly be willing to share the* s *sound with Mr. X.*

Mr. S whispered to Mr. K, and together they agreed on a plan. They decided that they could not let Mr. X have the k *sound alone and they would not let Mr. X have the* s *sound alone; but Mr. X could have a "squoosh" made by* K *and* S. *The* KS *"squoosh"* could *be Mr. X's very own sound.*

Mr. X clapped his hands and jumped up and down on one hand and foot. He was glad because now he would not only be all wrong, but he would also be special. He would be the only boy who had a "squoosh" for his sound.

But there was still one problem. The Letter People did not want Mr. X to start a word. They were afraid that if Mr. X started a word, people would think the word was wrong. They said that Mr. X would have to end a word. Mr. X agreed because he was pleased enough to be able to be part of a word and to have a squoosh sound. Mr. X thought to himself that maybe someday when the Letter People saw how well he could work they would let him be at the beginning of a word also.

Miss U to the Rescue

I

Mr. Q was born without a sound;
A sound for him was never found.
Quiet Q became his name,
Oh what a shame, oh what a shame!
A Letter Person with nothing to do—
That best describes Quiet Q.
Soundless he was just no good,
He couldn't work as letters should.
A Letter Person with no sound,
He was a joke to all around.
Sometime later came the day,
Miss Prim, the teacher, came their way.
The letters were going to play word games
After they told their sounds and names.
Poor Quiet Q wished he could play too;
Oh dear, oh dear, what could he do?
He stood silently near the pool
And felt like a silly, quiet fool.
Suddenly Q was dizzy and sick.
His head was spinning and nothing would tick.
And then, kerplunk! He fell to the floor
And thought he would stay there ever more.
But Quiet Q heard a voice loud and clear,
Saying, "Poor, poor Q. Oh dear! Oh dear!"
Then a bright piece of metal came pushing through.
Who was rushing to help poor Q?
Mister Q knew who it had to be,
"Umbrella Face is coming!" thought he.
And sure enough Miss U got through;
She had come to help poor Quiet Q.
That umbrella helps Miss U every time,
For many more things than just sunshine.

II

"I will help Q," thought Little Miss U,
"So he can make a letter sound too.
I'll just stand next to Mr. Q.
That's the only thing to do.
We'll make a sound he won't forget.
A sound that in his mind is set."
She thought of *Quiet* which was Q's nickname;
And from the word *quiet* their sound finally came.
U stood next to Q and said, "Let's go.
Let's say the word *quiet* not fast, not slow.
Take the *kw* from *quiet* and drop the rest;
Kw is a sound you will know best."
Now Q is no longer a disgrace;
He has a sound and a smile on his face!
He is happy for he can be sure
That Little Miss U is his permanent cure.
Miss U will stand by him in every word,
Hiding her own sound so *kw* can be heard,
And in both rainy and sunny weather
Q and *U* say *kw* when they stand together.

Miss E Helps Her Sisters

I

When Miss E first came she wasn't strong;
She was afraid she would not belong.
She asked the others what to do
So she could work as a letter too.
"Exercise, exercise," they all cried.

Exercise, exercise is what she tried.
Exercising made her feel so strong
That now she can help her sisters along.

It was very early in the morning, and Little Miss E was sound asleep. Suddenly she heard someone crying below her window. She popped up, pulled up the shade, and there was Little Miss I, tears dripping from her face and flooding the place. Little Miss E did some quick getting-up exercises and then ran down to see what was wrong with her sister.

Poor itchy Little Miss I just itched and itched and cried and cried. Miss E took her hand and said, "Now, Little Miss I, wipe your eyes. Please stop crying and tell me what's the matter. Then you can start crying again." Little Miss I tried to talk and cry and itch all at the same time. Then she said, "I'm sick, and tired. I'm always saying ĭ, ĭ, ĭ. *Mr. H promised I would get a chance to say my long, strong sound in words. But look at the words I'm in:* pit, hill, flip. *You, Miss E, get a chance to say your long sound in words like* be, me, she, he. *But in my words there's usually a boy protecting me, so I must use my short sound. I hardly ever have a chance to be a long* I. *I'm tired of saying* ĭ, ĭ, ĭ."

Little Miss E thought about what Miss I had said; and, being very kindhearted and helpful, she said:

Little Miss I,
Now don't cry.
There's no need to make a fuss;
Important work is expected of us.
I'm certainly willing to help you,
So that you can say your long sound too.

"At today's letter meeting I'll speak to Mr. H. I'll tell him that I'm willing to sit at the end of the word and give up my sound if he will let the vowel who owns the word say her long strong sound even though she has a consonant after her."

Let's try it—take the word W-I-N. *Since* I *is protected she uses her short sound and the word is* win. *But if* E *stands silently at the end of the word* (W-I-N-E), *Miss I says her long sound and the word we hear is* wine. *Little Miss I thought that was a fine plan and said: "Oh Miss E thank you so very much. Now I can say* bite *as well as* bit, *and* dime *as well as* dim."

II

Little Miss E was very happy to have helped Miss I. She ran up to her room and closed her door. Then she heard crying under her window again. She looked down. There were her other sisters, Miss A, Miss O, and Miss U; and they were saying:

We heard! We heard!
You're silent at the end of Miss I's word.
You're letting her say her long strong sound
When at the end of her word you're found.
We will cry and we will fuss,
If you won't also be silent for us.

Miss E felt sorry for A, O *and* U; *so she said to them:*

Don't cry, vowels,
Here's what I'll do.
I'll be silent for you, too;
When I'm at the end of a vowel's word,
The first vowel's long strong sound will be heard.

And the vowels said:

Thank you Miss E, we'll stop the fuss;
But will you please explain it to us?

Miss E smiled and said:

Patience, girls; your explanation will be ample.
I'll give you each your own word example.
Now listen carefully, Miss A;
In the word *R-A-T,* what do you say?

Miss A answered:

Since *A* is protected by Mr. T
The short *A* is used; that's easy to see.
And since *A* is short, we know that
R-A-T is the word *rat.*
Now put silent *E* at the end of the word.
Which of my sounds will then be heard?

Miss A thought about it, then jumped up and down and said:

Dear Miss E, I feel so great,
R-A-T-E is pronounced *rate!*
O tried the word *hop* spelled *H-O-P.*
Then to its end came silent *E*
Miss E stood silently, jumping rope;
Miss O said *H-O-P-E* is *hope.*
Then Miss U tried the trick with *C-U-T.*
And *cut* became *cute,* thanks to silent Miss E.

All the vowels were very happy. They were thankful to Miss E. They walked to the meeting house with her where Miss E said to Mr. H:

When Little Miss E is at the end of another girl's word,
E will keep silent in that word,
So the first vowel's long sound is heard.

Miss E then turned to her sisters and said:

Now, dear sisters, I've really tried
To see that we are satisfied.

Miss A, Where Are You?

As Mr. R was running past the meeting hall, he saw Mr. H and the crying vowels. R *stopped near the door and listened. When he heard that the vowels could say their names for their long sounds, he became very jealous. He said to himself, "If those little girls can say their names, then rough and ready Mr. R will say his name too." He took a bunch of rubberbands out of his pocket, raced into the room, and said:*

The girls are really getting out of hand;
I think I'll hit them with a rubberband.
They're allowed to have a sound that's long
Just to make us think they're strong.
No girl is stronger than Mr. R, not one bit;
Just watch me stamp and scream and hit.
Each vowel will say a sound just with me;
They'll be sorry if they don't agree.
I don't care if their tears drip and drop,
I dare anyone to make me stop.
I'm going to hit Little Miss A, the girl who came first.
She'll see that of all the boys I'm the worst.
Now, *A*, I'll tell you what to do.
When I stand right after you,
You won't make your sound at all;
Together my name, *R*, we'll call.
Miss A, your crying will do you no good;
I'll shoot rubberbands till it's understood
My name is the sound you'll say with me.
R, R, R is what it must be.

With his rubberbands ready, Mr. R stood next to Miss A. And he said:

Little Miss A, now that I stand next to you
Tell me what you'll have to do.

And Little Miss A, who was really frightened, said:

All right. When Mr. R stands after me,
He changes my sound as you will see.
My vowel sounds I cannot make;
Instead, the name of *R* we take.

Then Mr. R said:

Okay, okay, Little Miss A,
I won't shoot my rubberbands your way.
But say more words with me right now;
I want to see if you know how.

Miss A said:

Mr. R, whenever you stand at my side,
Both my vowel sounds I must hide.
A and *R* will say *ar*.
As in *far* and *car* and *star*.

Ready or Not

Miss E watched in fear as R *made Miss A hide her vowel sounds and say* R *instead. She was worried about herself and her other sisters. Mr. R looked as if he wanted to force each of them to give up her own long and short vowel sounds and make a sound just with him. Miss E thought that if all the girls stood together they might be able to stop Mr. R.*

When Little Miss E saw what happened to *A*,
She feared what *R* would make the other girls say.
She thought of a way the other girls could be brave:
If they all joined together, *R* might behave.
Miss I and Miss U said, "We agree,"
And quickly they gathered around Miss E.
But Little Miss O wouldn't go. Oh, no!
Obstinate, obstinate Little Miss O.
She thought Mr. R wouldn't dare bother her,
Not Little Miss O. No sir. No sir.
They stood together, Miss E, I and U,
And Mr. R did just what they knew he would do.
He aimed his rubberbands at Little Miss O.
Oh, how those rubberbands did go!

Now Miss O became frightened. Those rubberbands really hurt. One of them almost broke her mirror! Now she was very sorry that she hadn't joined E, I *and* U. *Mr. R came racing toward Miss O and he said, "You now will have to make a sound with me! And Miss O cried:*

Oh please, Mr. R, don't change me.
I don't learn too easily!
My long and short sounds are so hard to say,
I still must practice every day.
It's still so difficult to choose,
Which sound is right for me to use.
$\breve{o}$ or $\bar{o}$, *o* or $\bar{o}$,
$\breve{o}$ or $\bar{o}$, that's all I know.

Mr. R replied:

Miss O, no complaining, don't you dare!
Here I come. Beware! Beware!
When I stand after you in a word,
Neither of your vowel sounds must be heard.

Miss O just sat and cried while Mr. R thought about a sound for O *and* R. *Then he had an idea:*

Ah, ha! The sound for us I know;
You easily say $\breve{o}$ or $\bar{o}$.
Now just listen to this trick;
It's not a new sound I will pick.
$\breve{o}$ is the short, weak sound you know
And your long, strong sound is $\bar{o}$.
$\breve{o}$ or $\bar{o}$

You used ŏ and you used ō
But the *or* is another sound, you know.
The *or* was between your short and long sound;
You just didn't know it was around.
Do you think that you understand?
I think the *or* sound is just grand.
ŏ or ō, ŏ or ō,
Now *or* is just another sound to know.

Miss O thought how clever Mr. R was to think of a sound she had known all along. The more Miss O thought of it, the better she liked the new or *sound. Then she said:*

I'll always say *or* when Mr. R stands with me;
I can remember the *or* sound easily.
Making new vowel sounds is fun;
I'm glad that I have more than one.
Just two vowels are still a bore;
I'm glad I also have the sound of *or*.

One for Three
(ER, IR and UR)

Now that Mr. R had frightened Miss A and Miss O into making special sounds when he stood next to them, he turned to Miss E, I and U who were huddled together in a corner.

But when *R* went toward *E, I* and *U*,
Mr. H's anger really grew.
He halted *R* right in his tracks
And made him stop his wild attacks.

Mr. H blew his whistle, went bravely over to R, and took all his rubberbands away.

R saw at once Mr. H was mad,
For he had taken every rubberband *R* had.
E, I and *U* each shook her fist,
And Mr. R just growled and hissed.
What was Mr. R to do?
He still wanted to stand after *E, I* and *U*.
He wondered just what could be done.
Instead of three sounds, would they settle for one?
He hoped that they would all agree;
So he spoke to their leader, Little Miss E.

Mr. R edged over to Miss E; then he gave her a little rubbery smile and said:

Here is what I'm willing to do
To make a sound with *E, I* and *U*.
I'll let them all make the very same sound
When after any one Mr. R is found.
Don't you think that would be fair?
Misses E, I and U discussed it right there.

E, I *and* U *were very glad that* R *wasn't shooting rubberbands at them; and they thought that since they would make the same sound, they could help each other practice the sound they would share. They said:*

"All right Mr. R, we think it's fair
That *ER, IR* and *UR* one sound will share.
But our sound must come from a real girl's word
So all will know there's a girl being heard."
Her is the word they decided to choose
Because *her* is not for boys to use.
Her is a word that's a girl's very own.
Her is used for girls alone.

Mr. H was glad to see them all agree. He blew his whistle and said:

Now this is what we're going to do
To get *R*'s sound with *E, I* and *U*.
Drop the *H* from the word *her*
And we are left with the sound of *er*.
ER, IR and *UR* will make that sound.
It's good to see happy smiles all around.

Runaway Words

It's a very important thing for letters to become words. When letters make a word, they may be in books and magazines, and people use them when they speak.

Before letters could become words, they had to pass through a special machine called the Word Machine. This machine had to make sure all the letters sounded off right. The Word Machine had to listen very carefully to make sure that all the letters in the clue boxes said what they should.

If every letter in the group said what he should, the machine checked the group and let it pass through. This is how each word came to be. In the beginning, the machine worked day and night turning out words with letters who made the right sounds. For a time, everything went well.

The trouble started one cold, cold night. A group of letters wanted to become a word. They were the letters C-O-L-D. *Now* C *was in the starting box and made his sound right, and* L *and* D *stood in an ending squoosh box and made their sounds right; but Little Miss O was supposed to use her short* O *sound because she was protected by* LD. *The word should have been* cŏld, *but those letters together kept sounding off and saying* cōld. *Their clue boxes didn't sound off right, so the machine refused to let them go through.*

Soon another group of letters started to go through. They were the letters G-R-E-A-T. *Miss E should have been long, Miss A should have been silent, and the word should have been* grēat. *But every time those letters sounded off, they said* greăt. *Again, the machine*

said, "No, the word can not pass because the clue boxes don't sound off right." Then it happened again and again with more and more words. No one knew what to do. The machine wouldn't let those words pass through unless they changed their sounds, and the words refused to change.

Suddenly there were whispers and then lots of running feet. It was too dark to see exactly what was happening. Buzz, buzz, buzz—all you could hear were the rejected words talking among themselves. One word said, "I don't care what that old machine says. I want to be a word, and I'm not going to change my sound." Then another word said, "That machine can't stop us. Let's run away. We'll become Runaway Words." Can you imagine that! Runaway Words! Until that night, words had always been willing to make the right sounds so they could pass through the machine. But now, what was this letter world coming to? Runaway Words, indeed!

The machine, very much upset, called to the words, "Please don't run away. Just make the sounds right; then come to me once again and I'll pass you through."

"No," the words all shouted. "We like the sounds we make. We want to stay just as we are! Since you won't stamp us through, we are running away. We will be known as Runaway Words forever!"

Then all those words just ran and ran. How many were there? It was so dark no one will ever know exactly how many words ran away. But every time you see a word that doesn't sound off as it should, you know that you have found another of the Runaway Words.

Calamities of C and K

I

As you know, each letter has his very own sound that only he may use. Mr. M gets his sound from his munching mouth, *Mr. T gets his sound from his* tall teeth, *and Mr. B gets his sound from his* beautiful buttons. *Mr. C's sound comes from his* cotton candy, *and Mr. K's sound comes from his* kick.

Now, something very strange happened when Mr. C and Mr. K started using their sounds in words. They realized that although they were different letters they had exactly the same sound; no one could tell whether the k *sound in a word came from Mr. C's* cotton candy *or from Mr. K's* kicking. *This confusion made Mr. C very angry and it made Mr. K very sad. The two decided to go to Mr. H and complain about this mistake. When they ran into the meeting room, Mr. K said:*

Mr. H, we dislike making a fuss;
But we don't know what is expected of us.
Since *C* and *K* both have the same sound,
With which vowels will each be found?

Mr. H was very hot and tired because the vowel girls had been crying and complaining, and he wanted a rest; so he said to C *and* K:

C and *K*, I think you are perfectly right;
Giving *C* and *K* the same sound was an oversight.

Unfortunately, once you are given a sound, it cannot be changed. You will have to decide between you who will sit with each vowel in a word. That way, there will be less confusion. Take your name cards, and after you have divided the vowels fairly, put your name card in front of the vowel you have chosen. Then you may always make the K *sound in front of that vowel.*

Have a soda, and while you're drinking,
You can both do some quiet thinking.
And when you're ready you will say
Before which vowels each will stay.
Vowels, go with them and quietly wait
While *C* and *K* decide your fate.

Mr. C said, "Now, girls, you can come with us, but remember the rules. You will belong to whoever puts his name card in front of you. If I put my C *name card in front of a girl, she belongs to me. Then C will be the one who makes the* k *sound in front of her. Remember, there will be no crying or arguing. Mr. K and Mr. C will decide which girls we take while we're drinking our soda. Then we'll let you know what we have decided."*

II

Mr. C and Mr. K took their name cards and invited the girls to go with them to the soda fountain. They ordered a great big giant soda. It was so big that C *and* K *needed straw ladders to get to the top of the glass.*

The vowels did what they were told to do.
They sat down in the order they knew best:
A, then *E*, then *I*, then *O*, then *U*,
And waited for *C* and *K* to do the rest.

C *and* K *had agreed to drink the giant soda to the very bottom, so they would have lots of time to think about how to share the vowels. Mr. K closed his eyes while he was drinking so that he could concentrate on thinking. When that naughty Mr. C saw that* K *wasn't looking, he smiled mischievously and said:*

While Mr. K is not looking this way,
I'll place my name card in front of Miss A.

Mr. C whizzed down the straw ladder as fast as he could and quickly put his name card in front of the first little girl, Miss A. As he ran back up the ladder he said gleefully:

Ha, ha, now I've got Little Miss A;
So in front of *A*, *C* must always stay.

Everyone, please, remember that
C has the *k* sound in words such as *cat.*

The vowels looked at each other and were worried about what would happen next. They had promised not to fuss, so they just remained still.

III

Mr. K opened his eyes just as C *reached the top of the ladder. He saw Miss A with C's card in front of her, and he was very much annoyed with Mr. C. He thought of a way to get even. Just this once he would outsmart tricky Mr. C. Mr. K took, not one, but* two *of his name cards and quickly ran down the ladder. He put one* K *card in front of Miss E and another in front of Miss I. Then he said:*

All right, Mr. C, I know what you did;
For Miss E and Miss I, I'll place my bid.
Because you wouldn't wait for me,
I'm taking two girls—not one—Mr. C.
No matter what you say,
E and *I* belong to *K.*
Everyone now will have to agree
That *K* has the *k* sound in *kiss* and in *key.*

You can imagine how furious this made Mr. C. Imagine little K *trying to outwit crafty Mr. C! Mr. C ran down the ladder and shouted:*

I'm as angry as can be!
You'll never get the best of me!

IV

There were only two girls unclaimed; so Mr. C took out two C *name cards and said:*

Since you did not care to share,
Now I, too, will be unfair.
To *O* and *U,* I'll stake my claim;
Before *them,* I place Mr. C's name.

And with that, Mr. C put one name card in front of Miss O and another in front of Miss U. Altogether, that made three girls for Mr. C: Miss A, Miss O and Miss U.

When Mr. K saw this, his eyes filled with tears. Mr. C had outwitted him again, and he said:

Mr. C took vowels *A, O* and *U,*
Leaving me, poor *K,* with only two!
Now *K* stands before only *E* and *I;*
I really think I'm going to cry.

Miss E and Miss I tried to comfort Mr. K by telling him they would always stand by him in words. This made K *feel a little better. He picked up his ball, and* K *and* E *and* I *went out to play kickball, while Mr. C with* A, O *and* U *finished the giant soda.*

Don't Cry, Y

I

Mr. Y was sad. He felt that he was getting very little attention. He was a consonant with too little to do. All the other consonants were in many parts of words, but it seemed that every time he was called, he was at the start of a word. There just weren't too many words that began with Y. *Mr. Y was yawning and yawning and yawning most of the time. Mr. H didn't like to see* Y *so bored, so he asked:*

Mr. Y, what's bothering you?
What do you mean you're a consonant with too little to do?

And yawning Mr. Y answered:

As new words are turned out week by week,
Y gets too few turns to speak.
So I yawn and yawn the whole day long;
It seems to me there's something wrong.
Most of the time I am neglected;
I feel lonely and rejected.
I want to have more work to do;
The words for me are far too few.

Mr. H felt very sorry for poor Y, *and he tried to explain to him:*

Mr. Y, you can only start a word,
Or your yawning sound won't be heard.

And Mr. Y replied:

But I haven't many words to start;
Oh, how I wish for another part!

As Mr. Y was speaking:

Little Miss I was standing by,
And saw that *Y* was about to cry.
It made Miss I feel very sad
That Mr. Y was feeling so bad.

So Miss I asked her sisters if they would agree to allow Mr. Y to work as a vowel sometimes.

The girls all thought the idea great;
But the boys didn't like Mr. Y's fate.

The vowels jumped up and down and shouted happily:

Mr. Y, come over to the vowels' side.
Be one of us; you'll be our pride.

And the boys said:

Now Vowel Girls, don't make a fuss;
You know Mr. Y is one of us.
Now, now, dear ladies, he's no toy.
No need to pull him; he's a boy.
And as they pulled him by one arm,
The boys sent up a great alarm.

They didn't want to lose Mr. Y
Even if the girls did cry.

The boys pulled Mr. Y by one arm, and the girls pulled him by the other. They stretched Mr. Y until his arms reached to both the vowels' and the consonants' side. Mr. Y said:

"Stop! You're going to make me break.
I may be a yawner, but I'm really awake."
Yet Mr. Y was secretly glad;
This was more attention than he'd ever had.
And since he now knew they all really cared,
Mr. Y decided that he would be shared.
The vowels and consonants had pulled him so wide
That now he could reach and be part of each side.

Mr. Y thought of a compromise, and said:

"Mr. Y will keep his consonant sound,
If at the start of a word he is found.
That makes *Y* a consonant fellow
In such words as *yes* and *you* and *yellow*.
But when *Y* is in other parts of a word,
Only his vowel sound will be heard."
This brought up another question;
Y's vowel sound was open to suggestion.

II

Little Miss I called the vowels and said to them:

It's only because I made such a fuss
That *Y* may be like one of us.
So let *Y*, as a vowel, always try
To share the work with Little Miss I.
Let me make it very clear;
Gather round so you can hear.
When *Y*'s in a word that *Y* doesn't start,
He will be taking Miss I's part.
So when you see dear Mr. Y,
Treat Mr. Y just like Miss I.

Miss I went to the blackboard and wrote the words my *and* gym. *Then she said:*

In these words *Y* acts for me, Little Miss I.
For example, take the word *my*.
There's no protection there for *Y*.
Since no protection is around,
Y will say *I*'s long, strong sound.
Now let us look at the word *gym*.
Which of Miss I's sounds will we give him?
We'll have a regular inspection;
Does Mr. Y get protection?
M protects Mr. Y in this word,
So Miss I's short vowel sound is heard.

Everyone understood, and then Miss I said:

"Now here's something else that's new.
See if you know what to do."

The word is type.

After the word has been inspected,
We find that Mr. Y is protected.
But Miss E sits at the end of the word,
And at the end Miss E is never heard.
She gives up her sound for Mr. Y,
Because he's there for Little Miss I.
Because he's standing in Miss I's word,
Y lets *I*'s long sound be heard.
Miss I thought this was really fine
And said to *Y*, "You're mine, all mine."
Miss E heard this and cried, "Boo hoo,"
She wanted *Y* to help her too.
Miss I went to *E* and said, "Don't cry,
What kind of help do you want from *Y*?"

Miss E thought a moment, and then said, "As you know, I am always silent when I am at the end of a word that belongs to another girl. It would be so very nice if I could hear my own long sound at the end of a word even when the word belongs to another vowel. Do you think that Mr. Y could sometimes stand at the end of another vowel's word and make my long E *sound?" Miss I thought a moment. Then she discussed it with Mr. Y. They decided that since Miss E is usually so good natured, this was a nice thing to do for her. They said:*

Let *E*'s long, strong sound be heard
When *Y* is at the end of another vowel's word.
That way we'll hear the long sound for *E*
At the end of words like *story* and *daisy*.

How C Got Another Sound

Not long after the day C and K fought over who would have the k *sound with the vowels, trouble started again. As you remember, instead of deciding on sounds fairly, greedy Mr. C ran down and grabbed vowels* A, O *and* U, *leaving* K *with only* E *and* I. *This time, even though* C *had one more girl than* K, *he still wasn't satisfied. He wanted to stand before all five vowels. When* K *heard this, he started to cry. Naughty Mr. C just chewed his cotton candy, and said:*

Mr. K, I don't care how much you cry,
I want to stand before *E* and *I*.
No matter how you pout and scowl,
I'll stand in front of every vowel.

Mr. H saw C *and* K *arguing. He pulled his hair, and said:*

Here come *C* and *K*—things don't look quite right;
I'm afraid they've had another fight.

Mr. K was so happy to see Mr. H, he came running over to him, and said:

Mr. C doesn't know how to share;
He wants my girls and that's unfair.
Mr. C took vowels *A, O* and *U,*
Leaving me, poor *K,* with only two.
Now *C* wants to take even those two away,
But *E* and *I* belong to *K.*
The *K* sound is reserved especially for me
In front of Miss I and Little Miss E.

Mr. C saw that Mr. H agreed with K. *He was still determined to stand in front of* K*'s vowels; however, he thought that perhaps he was being too greedy. As he wondered what to do, he saw Mr. S, who was just about to leave the meeting hall. This gave Mr. C an idea. He said to* K *in a sweet voice:*

Mr. K, I won't take your sound;
I see someone else around.
When I stand in front of your vowels, I guess
I could borrow a sound from Mr. S.

Mr. S was surprised to hear this request. He was glad that Mr. C would not take kind Mr. K's sound. He also thought that it was only right that Mr. C use the s *sound sometimes. After all, his name* C *started with the* s *sound. Anyway, Mr. S had no time to argue because he was already late for an appointment, so he said:*

If *K* can keep his sound, I will agree
To let *C* have a sound from me.
I guess *C* has a proper claim;
My sound goes exactly with his name.
C may say *S* before *E* and *I.*
Now I must really fly, bye bye.

Saying that, Mr. S flew off in his super socks. This decision pleased everyone. Mr. C was very happy; he could now make the k *sound in front of* A, O *and* U *in words such as* cat, cod *and* cub; *and he could say the* s *sound in front of* K*'s girls,* E *and* I, *in such words as* cider *and* cement. *Mr. K was glad too, because he had his way: he was still the only one who could make the* k *sound in front of his girls, Miss E and Miss I. Mr. H was glad the problem was solved, and said:*

Mr. S was really dandy;
He is sweeter than cotton candy.
Now Mr. C, you've had your way,
And Mr. K, you've had your say.
Take your ball, go out to play
Before my hair starts turning gray.

How G Got Another Sound

No sooner did C *get Mr. S's sound for* K*'s vowels, than gooey Mr. G came storming in and said to Mr. H:*

What about an extra sound for me,
One that fits with the name of *G.*
If my request should be refused,
My name and sound will stay confused.
When names and sounds were given out,
They belonged together, without a doubt.
Mr. B's name goes with *buttons,*
Mr. P has *pointy patches,*
Mr. F has *funny feet.*
Their sounds and names are perfect matches.
Mr. D and *delicious doughnuts,*
Mr. R and *rubberbands,*
Mr. M and *munching mouth,*
Their names and sounds together stand.
If names and sounds should get along,
Then *G* and *gooey gum* are wrong.
Can someone tell me just how come
Mr. G has *gooey gum?*
Of all the boys just *C* and *G*
Have names and sounds that don't agree.
S's sound and *C*'s name fit,
So Mr. S let him borrow it.
Since my name is Mr. G,
I will have to look and see
Whose letter sound seems most to fit,
Then get permission to borrow it.

Mr. G went through the alphabet, staring with beautiful buttons. *He passed* cotton candy *and* delicious doughnuts *and* funny feet *and* horrible hair. *Then he stopped at Mr. J and his* jumbled junk, *and said to himself, "Jumping Jiminee! That's the sound, by gum!" Then Mr. G smiled sweetly, took the gum out of his mouth, and said to Mr. J:*

If *C* uses *S*'s sound some days
May I sometimes use Mr. J's?
Mr. J, I hope and trust
You will agree it is a must
That you lend your sound to me;
Jumbled Junk sounds just like *G.*

Mr. J sat listening, and he thought for a while. It was true that jumbled junk *started with the same sound as Mr. G's name. So Mr. J said:*

Mr. G, *J*'s sound I'll gladly share,
If you use it only sometimes as a spare.

Mr. G was so happy, he said:

Mr. J, you're very kind;
A friend like you is hard to find.

I'll use your sound just when you say;
Please tell me when and in which way.

Mr. J answered:

You may always take *J*'s sound from me
When you stand before silent *E*.
Some days you may also use my sound, I guess,
The way *C* uses the sound for *S*.

Mr. G agreed:

Sometimes I'll use it before *E* and *I*
And when *I*'s place is taken by *Y*.

Ou! That Hurts

I

One day, Little Miss O and Little Miss U were called to be part of a word. They stood side by side, and everyone waited to hear what the word would sound like. First, of course, they had to see to whom the word would belong. Little Miss O was the first girl, and should have made her long, strong sound. Everyone listened, but Little Miss O made no sound at all. Miss U poked her with the tip of her umbrella. Still, not a sound from Little Miss O.

Little Miss U said, "Please, Miss O, say your long sound. Everyone is waiting."

Miss O looked angrily at Miss U, and shouted, "I can't say my long sound when you're next to me. My long sound would just be blocked by your umbrella. No one can hear my sound when your umbrella is in the way." Miss U was very much embarrassed. She turned to Miss O, and said, "Little Miss O, you're just lazy. If you made your long sound strong enough, it could easily fly over my umbrella and be heard by everyone."

Little Miss O screamed, "Are you saying that my long sound is not strong? How dare you?"

Now Miss U was really angry with Miss O. "I'll see to it that you make a sound," she said. She lifted her umbrella, and hit Miss O on the head. "Ou, ou, ou," screamed Little Miss O. I will never make my long sound when I am next to you." Miss U hit her some more, but Miss O would not say her long sound. All she said was, "Ou, ou, ou."

Mr. H called to the letters, "Come here quickly, everybody. Little Miss O and Little Miss U are fighting. How can we stop them?"

Everyone pleaded and begged Miss O to say her long sound, but obstinate Miss O said, "No! I won't say my long sound when Miss U sits next to me. Her umbrella is too high, and my long sound can't fly over it." When Miss U heard this, guess what? She hit Miss O again; and again Miss O cried, "Ou, ou, ou."

Finally, Mr. W came to the rescue. He thought of a compromise that would please both Miss O and Miss U. He knew that Miss O loved to be in special vowel sounds so Mr. W thought of a sound that would amuse Miss U. He whispered the sound to Miss U. Miss U laughed and laughed, and agreed to the special vowel sound.

Little Miss O wanted to start a special vowel sound so badly that she said she would agree to any sound Mr. W picked.

Mr. W said, "Miss O, when Miss U is next to you, and you won't make your long sound, what does Miss U do?"

Miss O said, "Why, she hits me on the head with her umbrella, and that hurts."

"Think, Miss O. What do you shout when she hits you?"

"Ou, ou, ou," said Miss O.

"There's a perfect special sound for Miss O and Miss U," said Mr. W.

Little Miss O wasn't sure she liked the ou *sound, but she agreed to it. And just to be sure, Miss O and Miss U practiced saying some words with their new* ou *sound:* out, found, house, proud.

II

A few days later, Miss U looked very tired. She just walked slowly under her umbrella, and didn't talk to anyone. Some of the boys asked Mr. W to find out what was wrong. After all, he was the one who had settled the fight between Miss O and Miss U.

When Mr. W found unhappy Miss U, he asked her, "What's bothering you?" Miss U turned to W, *and pointed her umbrella at him. "Mr. W," she snapped, "it's all your fault. You told me to make the* ou *sound with Miss O. Well, now she never lets me rest. She wants to say the* ou *sound all the time. I can't keep working and working. I'm too tired. Don't forget, I also have to work with* Q."

Poor Mr. W felt so bad. He had tried to be helpful, but he had made Miss U unhappy. How could he help her? He thought for a while and then he had a good idea.

"Miss U," he said happily. "I have an idea. The special sound of ou *was agreed to by Miss O and Miss U. That can never be changed. But when you're too tired to be in the* ou *sound, I, Mr. W, will stand in your place." This pleased Miss U very much indeed.*

Even Little Miss O liked the idea, because now she really had two ways to make the ou *sound:* O *and* U, O *and* W. *How important Little Miss O felt! She sat down next to Mr. W and said, "Let's try some words that have* OW *saying* ou." *And together they said,* "Owl, down, crowd, brown."

One day Miss O was in a bad mood. When Mr. W came to stand next to her to make the ou *sound with her, Miss O pushed him away. Poor Mr. W couldn't understand why Little Miss O was angry with him. He*

winked both of his eyes and said, "Please, Miss O, let me stand at your side and say ou *with you." But Miss O just stamped her foot and said, "Mr. W, stop winking at me. I'm just as angry as can be." And Mr. W said:*

Miss O, you're the one who wanted another sound;
That's how the *ou* sound in words was found.
And now this is the thanks I get.
You're the most obstinate girl I ever met.

But Little Miss O said, "Mr. W, I know you stand next to me only to please Miss U. I want O *and* W *to make another sound just for me, Miss O."*

Mr. W asked:

Little Miss O, what have you in mind?
What sound for *O* and *W* will you find?

Miss O smiled and said:

Mr. W, may I suggest
That *O* and *W* use the sound I love best?
When Mr. W stands next to Miss O
Let them sometimes say not *ou,* but $\bar{o}$.

Of course, Mr. W agreed to do this with Miss O. But there was one thing troubling Mr. W. He asked her:

Miss O, how will the boys and girls know
Whether *O* and *W* say *ou* or $\bar{o}$?

Miss O laughed and said, "Mr. W that's part of the fun. When the children break the code, they will try the ou *sound; if that doesn't make sense, they'll know* O *and* W *are saying* $\bar{o}$."

O and *W* will say *ou,* and sometimes just $\bar{o}$,
Which sound we are using you never quite know.
Some words in which *O* and *W* say $\bar{o}$
Are *flow, crow, blow* and *show.*

Little Miss O Does It Again

The more sounds Miss O had, the more she wanted. Now Miss O wanted to make a sound with Miss I, but she couldn't decide how to convince her to do it. Miss O sat at the edge of the pool. She had been swimming all day and had not even had a nap. She was so sleepy that she yawned and yawned. This yawning made her think of Mr. Y, and it gave her a great idea for a special vowel sound. She jumped up and went to see Miss I, and said sweetly to her:

Little Miss I, will you please try.
A special sound for *O* and *I?*

Now little Miss I was busy putting pink lotion on her itch, and she was in no mood to make special sounds with Miss O. She said to Miss O, "I think you are in enough sounds, my dear sister. Besides, sometimes I am too itchy to stand in a divided belonging box so close to someone else."

Then Little Miss O said, "I have a very good idea! If you agree to make a sound with me, then you could at the same time make your good friend, Mr. Y, happy." Miss I looked up at Miss O and asked, "How could a sound for O *and* I *make* Y *happy?" Miss O looked sweetly at Miss I and asked, "What does Mr. Y want to do more than anything else?"*

Miss I thought a moment, and then said, "Mr. Y likes to be in a lot of words. That's why I let him be a vowel."

"Very well," said Miss O. "When Mr. Y is a vowel, he usually works for you. Isn't that right?"

"That's right," said Miss I.

"Well then," said Miss O, "if you agree to make a sound for O *and* I *with me, then when you are too itchy to stand in the divided belonging box with me, Mr. Y can take your place. Just think of how happy he will be when you tell him that he can be in a special vowel sound."*

Miss I thought a moment. It was true. A special vowel sound would please Mr. Y very much indeed. She turned to Miss O and said:

I know that *Y* would love to be
In a special sound, so I'll agree;
But the sound we choose for *O* and *I*
Must be especially for Mr. Y.

Miss O was so happy to be able to make another sound that she gladly agreed to let Miss I be the one to choose a special sound for O *and* I. *Miss I thought for a moment and then she said:*

A special boy sound we must find.
So let's keep the word *boy* in mind.
Let's drop the *B* from *boy*
And keep the special sound of *oi.*
This *oi* sound will be for *O* and *I,*
And when I'm too itchy, I'll send for *Y.*

Double O

I

Little Miss O was swimming around in the pool and thinking of all the different sounds she could make in words. She was especially proud of all the special vowel sounds she could make. She had talked her sisters, Miss I and Miss U, into making two new sounds, but she was still not satisfied. She wanted to make more and more special sounds; and every time one of her sisters came to the edge of the pool, Miss O would shout:

Vowels, vowels, gather round;
Let's make another special sound.

Her sisters were getting tired of making sounds, so they simply refused, saying:

No more sounds, Miss O; we're in a huff.
We think that we work hard enough.
We have other things to do
Than make special sounds with you.

Little Miss O was very angry and said:

I am Miss O,
And you should know
That it makes no difference what you say;
Eventually I'll have my own way.

Then she splashed water on them until they ran away. Everything was quiet. Miss O stopped swimming and stood in the water thinking of what to do. The water was so still that it looked as if two Miss O's were in the pool. Miss O looked at her reflection in the water. Then she suddenly started to laugh. Her reflection in the water gave her an idea. She thought:

I know exactly what I'll do;
I'll make a sound with *O*'s in two.
If two *O*'s side by side appear,
A fun sound you will surely hear.
From the word *pool,* I'll drop *P* and *L;*
I like that *o͞o* sound very well.

"O *and* O *say* o͞o. *My sound will be in words like* school, boot, roof *and* tooth."

II

Even though Miss O now had a new sound made with two O*'s she was still not satified. Her new* o͞o *sound from pool was not enough. She decided that two* O*'s together would have one more sound. She stepped out of the pool and stood at the edge. She looked down at her reflection again. "Look, look," she said, "when I look in the pool there are two* O*'s; so my double* O *sound will also be like the sound in* look." *(Some other words that have the* o͝o *sound as in* look *are* squoosh, book, good, hook, shook *and* wood.*)*

"Now just for fun, you'll never know which of my two new sounds I am using in a word. The only way you'll know is by trying both my sounds to see which one makes sense."

With that, Miss O dived under the water, leaving the mystery behind her.

Miss A's Awful Day

Little Miss A was very sad. No one could make her smile. She just sat in a corner and ă'chooed and ă'chooed. She wouldn't talk to anyone.

Little Miss U decided to try and find out what was bothering her sister. "Little Miss A," she said, "What's wrong with you? You look awful."

"Umbrella Face," cried Little Miss A, "It's no wonder I look awful. I feel awful." Miss U felt sorry for Miss A and tried to cheer her up. She said:

Miss A, let's see if any letter
Can make you feel a little better.

All the Letter People gathered around Miss A. Mr. L was the first to speak:

Hi, Little Miss A,
Perhaps your awful feeling will stop
If you lick a lemon lollipop.

But Miss A just said, "No, Mr. L, I don't want lemon lollipops. I feel awful." Mr. L put his lollipop back on his head and walked away.

Then Miss U said, "Look, here comes Mr. C." Mr. C offered Miss A some cotton candy and said:

Miss A, you'll feel better quick
If you'll have a cotton candy stick.

And Miss A said, "Thank you, Mr. C, but I don't want a cotton candy stick. I feel awful."

Then Mr. D came dancing along and said:

Miss A, you'll be as happy as I am,
If you eat this doughnut filled with jam.

Once again Miss A just said, "No, no, I feel awful." Mr. G came along and said:

You will smile and you will hum,
If you chew some gooey gum.

Still Miss A insisted, "No, no, I don't want gooey gum. I feel awful, awful, awful."

Each Letter Person in turn brought something to try to cheer Little Miss A. But she didn't want buttons, rubberbands, zippers or anything else. She just felt awful, and she started to cry awfully big tears.

Little Miss U sat next to Miss A, held her umbrella over the two of them, and tried to comfort Miss A.

Miss A looked up. It felt nice and cozy under that big umbrella, next to Miss U. This was the first time anyone had been allowed under the umbrella with Miss U, and at last Miss A felt better. She stopped crying and looked at her sister. Then she said:

If we sit under your umbrella a while,
That would make me learn to smile.

Miss U said, "Miss A, if it will make you feel less awful, you may be the only girl who can share my umbrella with me." The other girls heard this and were very jealous. They shouted:

It's not fair. It's not fair.
Why should *A* be the only girl there?

When Miss A heard this, she felt even more awful than before, and so she started to cry again. Little Miss U had to think quickly. What could she do to keep Miss A next to her? Then she had an umbrella of an idea. "Now, girls," she said, "Miss A has to sit next to me because A *and* U *are going to make a special sound together."*

"You are?" asked the girls.
"We are?" asked Miss A.
"We are," said Miss U.

Little Miss A liked this idea very much indeed. "How clever of Miss U," she thought. Then she said, "But what sound will we make, Miss U? Don't make it too hard. Remember, I feel awful."

"Well, that's easy. How do you feel, Little Miss A?"
"I just told you I feel awful. Everyone knows I feel awful."
"Okay, that's it. We'll take the *au* sound from *awful* and that will be our sound."

"Take the *au* sound from *awful* . . . I like that—*au* sound from *awful*."

Mr. W stood by and listened to Miss U's idea. "What a sweet, kind, understanding girl Miss U is," he thought. "She has so much work to do already. She helps Mr. Q make a sound, she makes a sound with Miss O, and now she will make the au *sound with Miss A." Wonderful Mr. W had helped Miss U before. Now he wondered how he could help Miss U with the* au *sound. He said to Miss U:*

Dear understanding Little Miss U,
I can be of help to you.
When you are too tired to stand next to *A*,
Mr. W will come to stay.
The *au* sound is made by *A* and *U*,
And also by *A* and *W*.

Everyone agreed that this was an awfully good idea. Then Miss A and Miss U invited all the letters to say some words with them that have the au *sound.* (autumn, haul, cause, awful, paw, lawn)

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